



St Augustine's  
PRIORY  
THE SIXTH FORM

A-Level Information  
Booklet  
2019/20





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## Priory 6

Welcome to Priory 6 - where you begin to take the reins of your future.

This is an exciting and important time. Make sure you choose subjects that you enjoy and in which you can excel. Keep in mind the importance of intellectual endeavour as well as the more pragmatic decisions about career choices. Teachers will give you expert advice about their subject and your potential in it, so make sure you listen to them. Be open-minded to different courses and let this process be a well-thought out, thorough one, founded on confident research and guidance. Be ambitious for how much your abilities can develop over the next two to three years. We will help you make strong choices for your dreams for your future.

We have a range of scholarships and you need to carefully consider which one plays to your strengths. Our STEM results are outstanding with 100% of grades A\*-B in 2019 and in recognition of the popularity of these subjects at A Level we have introduced a new 16+ STEM Scholarship, The Dorothy Hodgkin Award.

Our 100% academic scholarship The Mary Tredway Award for Sixth Form entry honours our traditions as well as our commitment to the future. Do consider another scholarship with a historical link to the school, Le Chemin de Sainte Marie de Neuilly. Our school is rich with stories of linguistic scholarship and adventure. These are in addition to the Art, Drama, Music and Sport scholarships for the Sixth Form.

We value every subject equally and know that our scholars have considerable gifts across our broad and varied curriculum. We look forward to seeing applications this autumn for all the awards which are on offer.

In Priory 6, we expect you to lead initiatives, bring your own ideas to fruition and work together to achieve your goals. We want you to be compelling role models for younger years and pioneers in all you do. Priory 6 is a dynamic environment for you to be your own unique selves and give your best. Our role is to support you fully with our subject, careers and universities expertise - as well as the challenges we will set you for leadership, work experience, entrepreneurship and community commitment.

It is for you to use this experience and knowledge to make your next steps confidently, independently and wisely.

**Mrs S Raffray, MA NPQH**  
Headteacher



# New to Priory 6 - Ethical Leadership Programme (ELP)

Our students develop the moral fortitude to do what is right because they know it to be so.

This year marks the launch of a brand new Ethical Leadership Programme (ELP) for Priory 6 students. In a world that increasingly exposes unethical leadership, and as a Catholic school, we know that our girls must leave this school equipped with the skills and experience necessary to be ethical leaders in the future.

The Ethical Leadership Programme provides us with the opportunity to formalise and assess all the excellent opportunities we already make available to our Priory 6 pupils to encourage them to develop the qualities that make them good citizens.

Students will achieve a qualification in leadership accredited by Schools, Students and Teachers Network (SSAT) and develop the skills and attitudes valued by higher education institutions and employers. The girls will develop the ability to be guided by their own moral compass; to play their role in community engagement and greater social mobility through voluntary work and community projects; and will demonstrate that young people are so much more than exam results and data.

The ELP is a great way to champion and celebrate the ethical leadership skills of our students. As well as providing formal recognition, it enables students to reflect on and improve their skills both in the classroom and beyond.

## **The ELP encourage students to:**

- Act in roles of responsibility with integrity and honesty
- Foster a sense of vision and purpose
- Work with others to determine and achieve collective goals
- Take on responsibilities and use ethical decision-making skills in order to carry a project through to a successful conclusion
- Be active, reflective listeners who respond effectively
- Earn the respect of others through their actions

Our younger Veritas Scholars from across the Senior School will also be taking part in the programme, guided by our Priory 6 leaders.



# An Insider's Guide to Priory 6



## A Message from the Head Girl

Ever since my entry to St Augustine's Priory, I have felt a sense of belonging. We often focus on the idea of fitting in, however this implies that an individual should acclimatise to their surroundings. Surveying the situation, and then changing yourself in order to fit in. But belonging is simply being yourself. I have never felt that I had to change myself to fit in at St Augustine's. The school's motto of 'Veritas', meaning truth, discourages any sort of disguise, providing encouragement to be unapologetically us. Belonging is belonging to yourself first. Speaking your truth. Never betraying yourself for other people. And this has never been truer in Priory 6.

The Sixth Form here at St Augustine's Priory provides a warm and inclusive atmosphere that will nurture yet challenge you. The small class sizes allow you to form relationships with the staff, whilst also encouraging you to be intellectually engaged. However, it is not just relationships with the teachers that flourish within the Sixth Form, as the 'Big Sister Little Sister' programme allows girls from Priory 6 and Form III to meet regularly and discuss their progress within the senior school.

The Priory 6 common room provides a space where all members of the Sixth Form can congregate, whether it's to make a cup of tea in the kitchen, or to admire the view from the balcony. The Director of Priory 6 and the Head of UCAS are also situated in the common room, providing continuous advice and support whenever necessary. Work space is also to be found in the tribune, just outside the common room, giving girls a dedicated and supportive place to complete tasks set.

Priory 6 also provides many opportunities for the girls to become involved in various activities. Student-led initiatives are a big part of life in the Sixth Form, ranging from fundraising for causes to business opportunities. Priory Purpose allows you to raise money for a charity of your choice. This year's examples of achievements include Caitlin, who completed a sponsored swim, and Sofia, who directed Fright Night – an evening of entertainment and 'terror'! Additionally, money was also raised this year for Young Enterprise, in which the product 'Easy Keysy' was created and sold. This was a successful venture into business for many of the girls, and allowed us to start our Summer Ball fund early.

This year also saw the success of the Senior school production, 'Chicago', which gave girls the opportunity to take on roles both in the cast and crew. Moreover, with the vast array of leadership roles available in the Sixth Form, girls are given a chance to give back to the school and specialise in their area of interest, whether it is in a subject or in an aspect of school life.

As you may have gathered by now, Priory 6 is an exciting, yet packed time. Therefore, we are also very keen to reward those who have made achieved great things, both academically and personally. Our 'Eat Ins' are a great way to recognise these achievements through the Certificates of Excellence, and the event itself also raises morale at the end of term.

True belonging doesn't require you to change who you are, but to be who you are. And we want every Priory 6 girl to feel as though they belong.

# Overview: Calendar of Events

## Michaelmas Term

### September

- Lower VI Induction
- CAT Tests
- Residential Trip to Stubbers Adventure Centre
- Lower VI Information Evening
- Macmillan Coffee Morning
- Careers Talks
- Priory 6 Open Evening

### October

- Oxbridge and Early Applications Deadline (Veterinary Science, Medicine, Dentistry)
- Priory 6 Taster Day for Upper V
- Travel Scholarship application deadline
- Progress Information Reports
- Careers Talks

### November

- Priory 6 Parents Evening
- Priory Purpose Fright Night fundraiser.
- Travel Scholarship Presentations and Interviews
- St Cecilia Concert
- Extended Project Qualification (EPQ) Presentations
- Careers Talks
- Shakespeare Schools Festival at Watermans Art Centre (every other year)

### December

- Hanwell Homeless Concern Christmas Lunch
- Carol Service
- Christmas Fair
- Progress Information Reports
- Christmas Eat In and Certificates of Excellence
- Careers Talks

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## Lent Term

### January

- Upper VI mock examinations
- Upper VI Parents Evening
- Careers Talks

### February

- Charities Week
- Feast Day
- Careers Talks
- Women's Wellness Week

### March

- Upper VI Detailed Progress Reports
- Easter Eat In and Certificates of Excellence
- Careers Talks
- Senior School Production at Questors Theatre (every other year)

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## Summer Term

### April

- Launch Fiver Challenge (Enterprise Prefect and Prep III)
- Priory 6 Leadership Team and Prefects applications deadline

### May

- Lower V Moving Up Day (hosted by Lower VI)
- Lower VI Parents Evening
- Leavers Eat In and Certificates of Excellence
- Lower VI internal examinations
- Leavers Day & Leavers Mass
- Study Leave
- A level public examinations

### June

- A Level public examinations
- Summer Concert
- Lower VI UCAS Information Evening
- Upper VI Prom
- LVI UCAS & EPQ Week

### July

- Association Day
- Fiver Challenge
- Lower VI Detailed Progress Reports

### August

- Results Day
- Society of Heads Senior Prefects Conference

# A Level Examinations - FAQs

**All A Levels follow a linear programme of study. This follows the Department of Education-led requirement that A Levels are to be examined in one sitting at the end of the two year course. The rationale is to enable more synoptic assessment and allow students to develop a deep understanding of their subject.**

How many subjects do students study?

Your daughter's teachers, Form Teacher and Academic Mentor will guide her in choosing the right A Level subjects. It is vital that she chooses subjects she enjoys, as well as ones which facilitate her next steps at university and beyond.

What is the process for choosing options?

Upper V students are asked to provide the school with their three choices of A Level subjects by mid-February 2020. Option blocks are then constructed around these choices and published in April of the Lent Term and then built into the school's timetable. Our aim is that all of our students are able to take the three subjects they have chosen and the vast majority of our students are catered for; occasionally one or two students may need to choose a reserve fourth subject owing to timetabling constraints. Students are able to change their subject choices up to the week before Sixth Form commences; however, please note that the choices at this stage must be taken from the published option blocks.

Can students whatever subjects they want?

Minimum requirements are outlined in the subject specific information in this handbook. These are firm requirements and can only be amended for individual students in exceptional circumstances. Students are advised to speak to the relevant subject teacher before deciding on A Level choices if there is any doubt about their ability to achieve these grades.

What is meant by 'units' or 'modules'?

All subjects are now 'unitised'. A unit is a part of the qualification that is assessed / tested either by examination or by coursework and which contributes towards the full qualification. At the end the marks from all these units are added together to give a final grade.

What marks are needed for each grade?

A broad reference is : A\*= 90% A=80%, B=70%, C=60%, D=50%, E=40%.  
Less than 40% is a fail



# Art and Design (Edexcel)

100% A\*-B  
at A Level

Recent leavers  
studying Fine  
Art, Animation,  
Graphic Design at  
Loughborough and  
Leeds universities



## Art and Design

### Why study Art and Design?

A Level Art & Design encompasses many artistic disciplines including drawing, painting, printmaking, sculpture, textiles, mixed media, installation, video and digital imaging. We follow the 'Unendorsed' course, which enables you to explore your world visually through whichever means you deem appropriate. As an Art student you will engage in research, sustained drawing, exciting experimentation with diverse materials and processes and the thoughtful critique of artworks and your visual culture. Your art practice should form a means of personal enquiry and expression. Students undertaking the course must employ creative approaches which go beyond mere observations and recording. Anyone wishing to pursue a career in the visual Arts should undertake this course.

### Component 1: Personal Investigation

This component is weighted 60% of the total qualification. This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum of 1000 words of continuous prose. These elements should be seen as integrally connected. Practical work will consist of a body of development work and outcome(s), related to your chosen theme. Supporting studies can help to generate ideas and focus for the practical work and the written personal study. The personal study will consist of a critical and analytical written piece of a minimum of 1000 words continuous prose, making links to your own practical investigations, supported by contextual research.

### Component 2: Externally Set Assignment

This component is weighted 40% of the total qualification and is released in the February of the Upper VI year. This component incorporates two major elements: preparatory studies and the 15 – hour period of sustained focus. The Externally Set Assignment represents the culmination of the GCE Qualification allowing you to draw together all the knowledge, understanding and skills developed throughout. The Externally Set Assignment is comprised of an externally set theme with suggested starting points. You will need to develop your own personal work from this theme and related starting points.

Preparatory studies can help to provide focus for the development of ideas and outcomes. Preparatory studies will be evidenced throughout the creative journey and can take many forms such as recorded research, written annotation and practical exploration and development.

### Entry Requirements:

It is expected that students will have achieved Grade 7 or above in the GCSE Art & Design or Design & Technology course. A good drawing ability and creative eye are essential. A crucial aspect of Art & Design is taking responsibility for your own learning. This means structuring your time to make the most of both lesson and non-contact time.

# Business (Edexcel)

A Level  
100% A\*-C

Former Head Girl,  
Erin Costello is  
studying Management  
at Leeds University and  
has recently completed  
a paid internship at  
Enterprise Rent-A-Car



## Why study Business?

Business dominates our everyday lives. We are affected by business as citizens, consumers, employees, managers or owners. These goals may be related to profit, educational attainment or raising awareness.

Business A Level focuses primarily on commercial theory and practice i.e. profit making. You will develop a good understanding of many of the practical and theoretical issues surrounding the running of a business – small and large, local, national and global. You will also have to develop the ability to think through solutions to business issues.

## What skills do you need to study Business?

You will need to be numerate and be a problem-solver. You will have to develop your ability to analyse and respond to data and complex business issues, outlining advantages and disadvantages of certain courses of action, and giving justified recommendations. Be aware that this subject is not an easy option. Businesses are complex organisations that have to navigate a range of internal and external factors. This subject has a sound theoretical basis that has to be thoroughly understood.

## Enrichment Opportunities

Most A Level Business students take part in an Enterprise project, a national organisation that allows students to set up and run their own company. This encourages the development of specific business skills across a range of functions including sales, marketing, finance and production. Students also have the opportunity to visit the Bank of England during their course.

## Career Possibilities

This subject can be used to study a range of university courses including business, management, marketing and finance.

Career prospects are very good across a range of organisations in the private and public sector. In an age where business leaders frequently lambast higher education for producing students who cannot make decisions or communicate clearly, students who are 'business aware' are highly sought after.

## Syllabus

Students will study for the two year A Level in Business. The A Level is linear with all exams at the end of the course (June 2020).

## Course Syllabus

A Level (Linear Course with all three exams at the end of two years' study)

The A Level Syllabus comprises four themes outlined below:

Theme 1 – Marketing and People

Theme 2 – Managing Business Activities

Theme 3 – Business Decisions and Strategy

Theme 4 – Global Business

The A Level is examined across three papers as follows:

## Paper 1

- 35% of total A Level
- 2 hours Each question is drawn from topics across Themes 1 and 4
- Each section comprises one data response question broken down into a number of parts, including one extended open-response question.

## Paper 2

- 35% of total A Level
- 2 hours Each question is drawn from topics across Themes 2 and 3
- Each section comprises one data response question broken down into a number of parts, including one extended open-response question.

## Paper 3

- 30% of total A Level
- 2 hours
- This paper will focus on the broad context provided in a pre-released document issued in November of the previous year.
- Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence.
- Students are required to apply their understanding across all four themes.

## Entry Requirement:

Minimum Grade 6 in English and Maths GCSE

# Classical Civilisation: Latin /Greek (OCR)

A Level  
100% A\*-B

Recent leaver was  
invited to attend  
Ancient History Essay  
Writing Competition  
Seminar at St John's  
College, Oxford  
University



## Classical Civilisation at St Augustine's Priory

- Discursive lessons by teachers who can communicate a joy for their subject
- Small class sizes make it possible to choose options to suit individual interests
- Opportunities to hear university dons lecture on chosen texts
- Invitation to attend the highly successful JACT summer schools
- An excellent A Level to accompany those studying English Literature, History, Languages, Art, Religion and Philosophy.

## Why choose Classical Civilisation?

### ENRICHING...

To study Classical Civilisation is to study the origins of our civilisation; our concepts of drama, narrative, politics and art are themselves shaped by classical models. To have read Homer or the Greek tragedians, to have studied Greek Sculpture or the Greek historians is to have enjoyed some of the finest features of western civilisation.

### SKILLS FOR LIFE...

Students of English drama find their ability to appreciate allusions and patterns deepen, as does their interpretative skill. Art students find inspiration from Classical models while History students encounter different techniques of historical analysis. Classicists develop skills of contextual analysis and interpretation, as values and ideals of Greek and Roman societies are set against the values and ideals of our world.

### Career Options

All classics qualifications are valuable and valued by universities and future employers. An appreciation of the cultural legacy of Greco-Roman civilisation has been useful to those who have gone on to careers in journalism, television, and publishing, as well as politics, law and public life.

### What will I study?

In recent years the following units have been studied by pupils at St. Augustine's Priory. We try to accommodate what best suits pupils' interests and needs.

- Roman Society and Thought
- Homer's Odyssey and Society
- Archaeology: Mycenae and the Classical World

- Greek Tragedy in its context
- Comic Drama in the ancient World
- Virgil and the World of the Hero
- Greek sculpture
- Roman society and thought

### How will I be assessed?

The A Level continues to be modular with the following subjects offered for study:

### The world of the hero

This is a compulsory component consisting of an in-depth study of:

- Homer's Iliad or Odyssey
- Virgil's Aeneid

This component is focused solely on the study of literature in translation.

### Culture and the arts

Learners must study one component in this study group, chosen from:

- Greek theatre
- The Imperial Image: propaganda surrounding the Roman emperors
- The Invention of the barbarian: how foreigners were conceived of in both the art and culture of ancient Greeks
- Greek art

All 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.

### Beliefs and ideas

Learners must study one component in this study group, chosen from:

- Greek religion
- Love and relationships as conceived in the ancient world
- Politics of the Late Roman Republic
- Athens and the Invention of Democracy

All components in this group involve the study of an area of classical thought, in combination with either the study of literature in translation or visual/material culture.

### Entry Requirement:

Grade 6 in Classical Civilisation GCSE

# Computer Science (OCR)

**Brand new  
course**



## Why choose Computer Science?

Computer Science appears at number 3 on the most valuable higher education majors according to Forbes.

Computer Science A Level is the fastest growing post-16 study option.

Computer Science graduates are some of the most employable and on average earn more than most graduates.

Aside from this, Computer Science is challenging, rewarding and fun. The skills you will develop can be applied to a huge array of A Level subjects and university degrees. In addition, the industry lacks female computer scientists and the field is continuing to expand so there will be lots of opportunities.

According to the Russell Group, Computer Science is a useful qualification for a whole host of degrees including numerous Engineering, Mathematics and Science strands, Economics, Psychology, Medicine, Sociology, and, of course, Computer Science.

## Computer Science at St Augustine's Priory

Girls will benefit from:

- Small class sizes
- Trips to ICT conferences/fairs
- Challenging lessons and encouragement to work independently to prepare students for university
- Extra support outside lesson time.

## What will I learn?

The key features of this specification encourage:

- Problem solving using computers
- Computer programming and algorithms
- Mathematical skills used to express
- Computational laws and processes, e.g. Boolean algebra/logic and comparison of the complexity of algorithms
- Less emphasis on ICT.

## Course Syllabus

We follow the OCR A Level specification. The assessment overview is shown in the table below:

## Entry Requirement:

Grade 7 in Computing GCSE

### Content Overview

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral cultural and ethical issues

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

The learner will choose a computing problem to work through according to the guidance in the specification.

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

### Assessment Overview

<ul style="list-style-type: none"> <li>• The characteristics of contemporary processors, input, output and storage devices</li> <li>• Software and software development</li> <li>• Exchanging data</li> <li>• Data types, data structures and algorithms</li> <li>• Legal, moral cultural and ethical issues</li> </ul>	<b>Computer systems (01)</b> 140 marks 2 hours and 30 minutes Written paper	<b>40% of total A Level</b>
	<b>Algorithms and programming (02*)</b> 140 marks 2 hours and 30 minutes Written paper	<b>40% of total A Level</b>
	<b>Programming project (03*) or 04**)</b> 70 marks Non-exam assessment	<b>20% of total A Level</b>

# Drama & Theatre Studies (OCR)



## Why Drama & Theatre Studies?

A Level Drama and Theatre Studies is an excellent course for those looking to nurture their skills in performance, direction, design and critical evaluation of theatre. Emphasis is placed on enabling students to create their own theatre, as well as developing advanced analytical skills and an appreciation of all aspects of theatre practice.

The OCR examination board provides a comprehensive course, which incorporates the study of a great variety of plays from classical to modern, as well as giving the students the opportunity to devise their own drama. The exploration of the context of the plays studied engages the students in developing an understanding of how social or political commentary can be made through theatre.

### Entry Requirement.

A Grade 7 at GCSE Drama is recommended as a good foundation for the A Level, but is not a fixed requirement for exceptional candidates.

## A Level Course Overview

<i>Content Overview</i>	<i>Assessment Overview</i>	
<b><i>Practitioners in Practice</i></b> Learners will research and practically explore practitioners and the works of others through devising original drama.	120 marks Non-exam assessment	<b><i>40% of total A Level</i></b>
<b><i>Exploring and Performing Texts</i></b> Learners will explore one performance text.	60 marks Non-exam assessment (Visiting examiner)	<b><i>20% of total A Level</i></b>
<b><i>Analysing Performance</i></b> Learners will explore practically two performance texts on a chosen theme.  Learners will analyse and evaluate a live theatre performance.	60 marks 2 hours 15 minutes written paper	<b><i>20% of total A Level</i></b>
<b><i>Deconstructing Texts for Performance</i></b> Learners will interpret and explore practically a performance text considering how to create, develop and direct a performance for an audience.	60 marks 1 hour 45 minutes written paper	<b><i>20% of total A Level</i></b>

**Outstanding  
results**  
100% A\*-B



Students recently  
graduated in  
Drama or Film  
from Birmingham,  
Manchester and  
Brighton universities



# Economics (Edexcel)

Summer 2019  
100% A\*-C



Recent leavers are currently reading Economics or Finance at Loughborough, King's College and LSE

## Why study Economics??

Economics analyses the key issues facing society and attempts to provide solutions for them. Such issues include:

- What can the government do to bring about economic growth and create jobs?
- What are the implications of a rising National Debt?
- How can poorer countries develop?
- What can be done to reduce global warming and what are the costs involved?
- Is globalisation a force for good or bad?
- Do inequalities in income matter and what should be done about them?

## What skills do you need to study Economics?

You will need an enquiring mind and a genuine interest in current economic issues. You have to be numerate and able to think logically and clearly. Economics tries to dissect and examine relationships between economic variables such as price and demand, economic growth and government spending. Critical analysis of arguments and data is essential.

## Enrichment Opportunities

Most A Level Economics students take part in an Enterprise project that allows students to set up and run their own company. This encourages the students to put their theoretical understanding into practice: for example, working on price and non-price strategies; implementing division of labour techniques and analysing factors affecting demand. Students also have the opportunity to visit the Bank of England during their course.

## Career Possibilities

Economics is one of the most respected academic disciplines studied at university and is one of the fastest growing A Level subjects. Not surprisingly, economists are employed in large numbers across the public and private sectors. Financial services and journalism are possible options.

## Syllabus

Students will study the Edexcel Economics A Syllabus. The A Level is linear with all exams at the end of the course.

## Course Syllabus: A Level

Linear Course with all three exams at the end of two years of study

The A Level Syllabus comprises two microeconomic and two macroeconomic themes. Theme 1 and Theme 2 will be taught in the first year. Themes 3 and 4 will be taught in the second year.

Theme 1: Markets and Market Failure

Theme 2: The UK Economy

Theme 3: Business Behaviour / Labour Markets

Theme 4: A Global Perspective

## Paper 1

- 35% of total A Level
- 2 hours Each question is drawn from topics across Themes 1 and 3

Section A comprises a range of multiple-choice and short-answer questions. Section B comprises one data response question. Section C comprises a choice of extended open-response questions.

## Paper 2

- 35% of total A Level
- 2 hours Each question is drawn from topics across Themes 2 and 4

Section A comprises a range of multiple-choice and short-answer questions. Section B comprises one data response question. Section C comprises a choice of extended open-response questions.

## Paper 3

- 30% of total A Level
- 2 hours The paper comprises two sections, each comprising one data response question including a choice of extended open-response questions.

Students are required to apply their understanding across all 4 themes.

## Entry requirements:

Minimum Grade 7 in English and Mathematics GCSE

# English Literature (OCR)

**Outstanding results**  
91% A\*-C



## Course Overview

We follow the OCR syllabus, taught over two years. The A Level consists of coursework followed by examination at the end of the two years. This study is exciting and includes Renaissance, Restoration and Dystopian literature. A student who embarks on this course will learn to read and discuss texts in much depth, considering the philosophical and political impact of the writing. They will also be able to read critically, formulate logical arguments and communicate clearly.

## English at St Augustine's Priory

Students benefit from:

- Small class sizes
- Questia School Online Library
- Attending lectures
- Trips to theatres/museums
- Book/film clubs for genre, characterisation and context comparative discussions
- Specialist Oxbridge enrichment sessions

## Career Possibilities

Students who take English Literature at A Level can go on to read the subject at degree level.

## Where an English degree can take you:

Advertising	Law	Marketing
Journalism	TV and Radio	Civil Service
Foreign Service	Publishing	Events Management
Public Relations	Teaching	HR
Banking	Film	Copywriting
Postgraduate Study – MA, PhD		

## And much more...

## Entry Requirements:

Grade 7 or above in English Language or English Literature GCSE

### Component 1:

Shakespeare, Drama and Poetry pre-1900

### Component 2:

Comparative and Contextual Study – Dystopia

### Component 3:

NEA / Coursework

<b>Texts:</b>  <i>Hamlet</i> Shakespeare <i>She Stoops to Conquer</i> Oliver Goldsmith <i>Poems</i> Coleridge	<b>Texts:</b>  <i>The Handmaid's Tale</i> Margaret Atwood <i>A Clockwork Orange</i> Anthony Burgess	<b>Texts:</b>  <i>21 Stories</i> Graham Greene <i>Look Back in Anger</i> John Osborne <i>Chick</i> Hannah Lowe <i>Beloved</i> Toni Morrison <i>Codes of Conduct</i> Neil Elder <i>A Taste of Honey</i> Shelagh Delany <i>Ariel</i> Sylvia Plath
<b>Assessments:</b>  Written Examination • 60 marks • 40% of total A Level • Closed Text • 2 hours 30 Minutes	<b>Assessments:</b>  Written Examination • 60 marks • 40% of total A Level • Closed Text • 2 hours 30 Minutes	<b>Assessments:</b>  <b>Two Tasks:</b> Critical commentary on a passage OR creative piece and commentary (1000 words)  Comparative essay exploring two texts (2000 words) • 40 marks • 20% of the course

# Geography (Edexcel)

**Excellent results:**  
100% A\*-C

Recent leavers are reading Geography at top universities such as UCL and Newcastle

## Geography at St Augustine's Priory

- Passionate and academically rigorous teaching from subject specialists
- Small supportive classes to develop self-confidence and independence
- Interesting and effective programme of fieldwork to support learning
- Links with Royal Geographical Society with opportunities to attend lectures
- Extra-curricular Geography clubs
- Placed academically between the sciences and humanities complementing a variety of subjects.

### Why choose Geography?

Geography is our past, our present and our future! As a subject it concerns itself with the many and varied physical and human conditions on the earth's surface. Geography draws on information from many sources including the most up to date technologies; its aim is to explain the dynamic and continuing changes in the character of the places and environments which we inhabit. Increasingly, geographers are involved in decisions and the making of policies concerning our own future, as increasing human pressure impacts on the physical environment.

### Why is Geography useful?

The skills you use in your Geographical studies make you of potential interest to a wide range of universities and employers. Statistics show that, compared with other subjects, Geographers are among the most employable.

### Assessment at A Level

Edexcel ([www.edexcel.org.uk](http://www.edexcel.org.uk))

The 4-unit specification allows a balance between students' own particular physical, human and/or environmental interests and key Geographical topics that provide them with the knowledge, understanding and skills for further study at higher education or for employment. The specification includes fieldwork which is necessary for the completion of an in- dependent investigation worth 20% of the A Level.

### Entry Requirement:

Grade 6 or above in Geography GCSE

## Course Syllabus

<i>Unit number and title</i>	<i>Summary of unit content</i>	<i>GCE weighting</i>
<b>Unit 1:</b> Physical Geography	<ul style="list-style-type: none"> <li>• Tectonic Processes and Hazards</li> <li>• The Water Cycle and Water Insecurity</li> <li>• Coastal Landscapes and Change</li> <li>• The Carbon Cycle and Energy Security</li> </ul>	<b>30%</b>
<b>Unit 2:</b> Human Geography	<ul style="list-style-type: none"> <li>• The Water Cycle and Water Insecurity</li> <li>• Globalisation</li> <li>• Superpowers</li> <li>• The Carbon Cycle and Energy Security</li> <li>• Regenerating Places</li> <li>• Health, Human Rights and Intervention</li> </ul>	<b>30%</b>
<b>Unit 3:</b> Synoptic Paper	<p>This unit is a paper where there is a detailed resource booklet and high tariff questions are asked which link any of the key ideas from the compulsory content in Units 1 &amp; 2.</p> <p>The questions would explore the links between ideas from the following topics:</p> <ul style="list-style-type: none"> <li>• Tectonic Processes and Hazards</li> <li>• The Water Cycle and Water Insecurity</li> <li>• The Carbon Cycle and Energy Security</li> <li>• Globalisation</li> <li>• Superpowers</li> </ul> <p>Preparation for the synoptic paper happens in the UVI year when the course content has been taught.</p>	<b>20%</b>
<b>Unit 4:</b> Independent Investigation (Non-examined assessment)	<p>The students write their own independent investigation based on fieldwork they have conducted.</p> <p>The Geography Department provides the following opportunity for fieldwork: a residential field trip, within the UK, in the September of Upper VI where the focus is on Coastal Landscapes and Change and Regenerating Rural Places.</p>	<b>20%</b>

# History (Edexcel)

**Excellent results**  
100% A\*-B

*"History is a guide to navigation in perilous times. History is who we are and why we are the way we are."* D. McCullough

*"History is merely a list of surprises. It can only prepare us to be surprised yet again."*  
Kurt Vonnegut

Stimulating visits abroad are organised. Girls are encouraged to explore issues studied beyond the classroom through articles, in the press and academic journals, books and film and be aware of parallels in current affairs.

## Why choose History?

History is a fascinating subject in its own right. You have your own personal history and will continue to develop a curiosity about your own culture and that of others. This will provide you with an insight into the lives, experiences, values and motives of 'real people' as well as that of leaders and historical figures of the periods studied. There is also much opportunity for heated discussion, debate and argument!

## Academic rigour and complementary subjects

History is a highly respected A Level which maintains high academic standards. We expect that you will have gained at least a Grade 7 in History at GCSE.

The study of History complements English and all languages in that they all promote and develop the skills necessary to structure a consistent, well supported argument and present ideas in a fluent, articulate manner. It is also increasingly popular as an option for students who take science subjects as skills of analysis, and the application of knowledge to solve problems, are used.

## What skills does it develop?

It is vital in training you to reach your own conclusions about information and views available to you in the media today. You will become more aware of bias, exaggeration and deliberate misinformation and therefore question a writer or artist's motives rather than accepting their views wholesale. The intellectual rigour developed by the study of History, as well as the refusal to accept information at face value, will be invaluable to you in your university studies and most careers you wish to pursue and so will be a great asset to prospective employers in the fields of law, journalism, education, management and broadcasting. Girls are encouraged to develop independence and responsibility for their own learning within a structured and supportive environment.

So, if you want to learn how to debate different interpretations of events convincingly, see parallels between historical events and current affairs and impress those around you with your powers of perception and analysis, then this is for you.

**Entry Requirements:** Grade 7 or above in History GCSE

**Lower VI: Papers 1 and 2. Upper VI: Paper 3 and coursework.**

**Paper 1: Breadth study with interpretations**  
(30% of A Level)

### **Britain Transformed 1918-1997**

Written examination, lasting 2 hours 15 minutes.  
Students answer 2 essays and one question which assesses the ability to analyse and evaluate historical interpretations.

**Paper 2: Depth study**  
(20% of A Level)

### **The USA 1919-1955: Boom, Bust and Recovery**

Written examination, lasting 1 hour 30 minutes  
Students answer one question which assesses source analysis and evaluation skills and one essay.

**Paper 3: Breadth study with interpretations**  
(30% of A Level)

### **Ireland and the Union c1774-1923**

Written examination, lasting 2 hours 15 minutes  
Students answer one question which assesses source analysis and evaluation skills and 2 essay questions.

### **Coursework**

(20% of A Level)

**3,000-4,000 word essay on a topic from either Paper 2 or Paper 3. TBC.**

# Classical Languages & Literature: Latin /Greek (OCR)

100% A\*-B

## Classical Languages at St Augustine's Priory

- Rigorous lessons by teachers who communicate a joy for the subject
- Small class sizes to develop confidence and independent thought
- Opportunities to hear university lecturers speak on chosen texts
- Invitation to attend the highly successful JACT summer schools
- An excellent complement to both arts and sciences A Levels

## Why choose Classical languages?

### COMPETITIVE...

The rarity and kudos of having studied ancient Greek or Latin will give you an unparalleled distinction among your peers. The intellectual rigour necessary for the study of Latin or Greek is highly sought after by employers. Latinists are well represented at senior levels within the media, the civil service, banking, law and also computing.

### SKILLS FOR LIFE...

Studying Latin or Greek is well known for cultivating systematic and analytical ways of thinking; to know Latin or Greek is to be master of your own language. In addition to this, the study of literature gives you an invaluable insight into a culture that is often tantalisingly close to our own, but still so far away. By thinking through the thoughts of the Ancients, you gain that vital distance from your own world that allows you to look back on it and judge it afresh yourself.

### ACADEMIC, ENGAGING AND FUN...

It is impossible to read Virgil and not be moved, or to read Ovid and not be amused. To study Latin or Greek is to be exposed to some of the greatest literature in its original form; to study this is to become the complete student. Read Latin -it's a Classic !

### How will I be assessed?

This is a two year course, at the end of which time you will sit four papers, examining your Latin language, as well as your study of prose and verse literature. If you wish to study for an AS level only, please discuss this with a member of the Classics Department.

Unseen translation	(1 hour 45 minutes written examination)
Comprehension or Prose Literature	(1 hour 15 minutes written examination) <b>Prose Composition</b>
Prose Literature	(2 hour written examination)
Verse Literature	(2 hour written examination)

### Entry Requirement:

Minimum Grade 7 in GCSE Latin or Greek GCSE

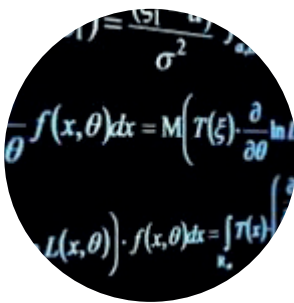
*Classical Greek with all its simplicity proves to be both morally challenging with the various literature texts, and mesmerising with the way in which words are put together to construct meaningful sentences, exploring mythical stories and the iconic history of the Greek civilisation.*

Current Lower VI pupil



# Mathematics and Further Mathematics (Edexcel)

**Outstanding Results:**  
100% A\*-B



Recent leaver achieved 100% in three of her Mathematics papers

## Why study Mathematics?

Mathematics at A Level is a facilitating subject – one which is commonly required or preferred by universities to get on to a range of degree courses. By taking Mathematics at A level you will increase the range of options open to you at university.

The reason why so many employers highly value mathematics qualifications is mathematics students become better at thinking logically and analytically. Through solving problems, you develop resilience and can think creatively and strategically. The writing of structured solutions, proof and justification of results help you to formulate reasoned arguments. You will have excellent numeracy skills and the ability to process and interpret data.

## The Courses: Mathematics And Further Mathematics

The two year A level Mathematics course followed is Edexcel 9MA0. This consists of three compulsory papers each of two hours examined at the end of the second year.

Paper 1: Pure Mathematics 1

Paper 2: Pure Mathematics 2

Paper 3: Statistics and Mechanics

All papers are equally weighted and there is no choice of question or topic on any paper. All three strands (pure, statistics and mechanics) are studied in both years.

## Further Mathematics

This is offered for exceptionally talented mathematicians, either as an AS or as a full A level.

The AS level (8FM0, route E) is offered as a one-year course, taken in parallel with the A level Mathematics course. The full A level (9FM0) is best suited to consecutive study, ie accelerated A level Mathematics (taken at the end of year 12), followed by A level Further Mathematics in year 13. Mathematics 9MA0 and Further Mathematics 9FM0 together take up two of the usual three option choices; 8FM0 is offered in addition to the usual three A level option choices, of which one would be 9MA0.

## Entry requirements:

A level Mathematics: GCSE Grade 8 or 9

AS Further Mathematics: GCSE Grade 8 or 9 plus A in OCR FSMQ Additional Mathematics

A level Further Mathematics: GCSE Grade 9 plus A in OCR FSMQ Additional Mathematics

# Modern Languages

(French and Spanish: AQA / Russian: Edexcel)

**Russian & Spanish**  
100% A\*-A  
in 2019

Modern Languages  
Scholarship available  
at 16+

Español  
Français  
Русский

## French | Russian | Spanish

"In a globalised world, speaking only one language is no longer enough" (The Guardian)

"Being bilingual, it turns out, makes you smarter" (NY Times)

### Modern Languages at St Augustine's

- Passionate and academically rigorous teaching from native speakers.
- Small supportive classes to develop self-confidence and independence.
- Visits abroad and cultural excursions in London.
- Free subscription to Kerboodle, an excellent resource to complement independent study.
- Extra-curricular language clubs.
- Leadership opportunities at language events.
- An ideal complement to other A Level subjects.

### Why choose Languages?

#### COMPETITIVE...

Being able to speak a foreign language is essential in today's world. With more and more people going to university and obtaining degrees, competition in the world of work is fierce and you will need something to make

you stand out from everyone else. Combine this with the impact of living in a multi-cultural society teeming with multilingual speakers; being able to speak a foreign language is an essential skill.

#### SKILLS FOR LIFE...

The skills that you acquire and develop during the language-learning process are extremely attractive to employers. They improve the functionality of your brain to problem-solve, communicate highly effectively, develop your multi-tasking proficiency and enhance your decision-making ability. Bilinguals are also more capable of retaining information.

#### ACADEMIC, ENGAGING AND FUN...

You will study a range of topics, discuss contemporary issues and analyse and debate on a variety of modern and academic matters. Topics include: the benefits and dangers of social networks, women in the world of work, LGBT rights, the influence that fashion models have on young people, and the popularity of contemporary music and its diversity of genre and style.

#### Entry Requirement:

Minimum Grade 7 at GCSE.

## French and Spanish

Both French and Spanish are linear courses with examinations taking place after two years. However, it is possible to take a separate AS in each language after one year. The information below gives you an idea of the content that will be covered as well as how you will be assessed so that you can gauge the expectations at this level.

### 1. Social Issues and Trends:

Aspects of French-speaking society /  
Aspects of Hispanic Society

#### Sexual Equality

E.G. The role of women in the world of work  
E.G. The rights of LGBT in current society

#### Cyberspace

E.G. Social networks: the benefits and the dangers

#### Immigration, Integration and Racism

E.G. Tackling racist and xenophobic attitudes

### 2. Political and Artistic Culture

Artistic Culture in the French-speaking world /  
Artistic Culture in the Hispanic world

#### The Influence of Modern Idols

E.G. Contemporary music  
E.G. The evolution of cinema

#### Dictatorships and Popular Movements

E.G. Young people and their attitude towards politics  
E.G. The effectiveness of protests and strikes

## Russian

The Russian A Level is a linear course with examinations taking place after two years. However, it is possible to take a separate AS in each language after one year. The information below gives you an idea of the content that will be covered as well as how you will be assessed so that you can gauge the expectations at this level.

<p><b>Тема 1: Развитие российского общества</b></p> <p><b>Жизнь российской молодёжи</b> Здоровье; отдых; новые технологии.</p> <p><b>Образование</b> Система образования; жизнь российских школьников.</p> <p><b>Мир труда</b> Отношение к труду; возможности для молодых россиян; равноправие.</p>	<p><b>Тема 2: Политическая и художественная культура в русскоязычном мире</b></p> <p>Theme 2 is set in the context of the Russian-speaking world.</p> <p><b>Средства массовой информации</b> Свобода выражения; печатная и онлайн пресса; влияние на общество и политику.</p> <p><b>Массовая культура</b> Музыка; цирк; танец.</p> <p><b>Праздники, фестивали и традиции</b> Фестивали; праздники; обычаи; традиции</p>
<p><b>Тема 3: Москва или Санкт-Петербург - Изменения в жизни большого российского города</b></p> <p><b>Изменение населения</b> Жизнь в городе; жизнь в пригородах.</p> <p><b>Общественные проблемы</b> Бездомность; преступность.</p> <p><b>Окружающая среда</b> Реконструкция и благоустройства города; загрязнение.</p>	<p><b>Тема 4: Последние годы СССР – М.С. Горбачёв (1985-1991)</b></p> <p><b>Перестройка</b> Что вызвало перестройку; экономические изменения; исходы.</p> <p><b>Гласность</b> Что вызвало гласность; общественные изменения; исходы.</p> <p><b>1991 год</b> Проблемы для СССР к началу 1991 г.; путч в августе; распад СССР.</p>

## Languages at A Level and University Testimonial

**Sophie Masih (2014 leaver) received a First in Spanish & Portuguese from UCL in 2018**

University College London reading Spanish, Portuguese and Latin American Studies

"I chose to study languages at university because I enjoyed Spanish so much during my GCSE and A Levels, especially as learning a language is never boring as it encapsulates a variety of different disciplines, and is not necessarily just the standard rote learning of grammar and vocabulary.

Language learning extends far beyond to aspects such as culture, history and political ideology and presents you with an opportunity to explore and really learn beyond textbooks, an experience that few other subjects offer. As language learners we have the ability to learn through diverse methods such as literature, film, music and of course, it is a great excuse to go off and travel the world, as I am currently living in Lisbon before heading off to Spain and, eventually, Rio de Janeiro! Additionally, one of the great things about studying languages is that your career options are not limited as you learn many diverse skills useful for an array of very different future career paths and living in a multicultural city such as London, proficiency in a foreign language often makes you a more attractive candidate when applying for jobs in the future!"

# Music (AQA)

AQA's specification has been designed to offer an innovative and exciting programme of musical study, and aims to develop musical skills and understanding through study of music. Students will study a broad curriculum of music ranging from the 17th century to the present day. Like the GCSE, there are three main areas of study:

**Component 1:** Appraising Music (listening, analysis, contextual understanding) **Component 2:** Performance (solo and/or ensemble)

## Component 3: Composition

### Component 1: Appraising Music

This component is made up of several 'Areas of Study' (numbered 1-7). Students must study Area of Study 1 (AoS1), and choose two others from AOs 2-7. These areas provide focus for students to demonstrate their understanding of musical elements, contexts and language. Each AoS has particular set works attached to it which students will study in depth. Students also need to be able to listen critically to and appraise unfamiliar works from the same AoS. Component 1 is assessed through a listening exam (written) and is worth 40% of the A Level.

<b>AoS 1</b>	<b>Western classical tradition 1650–1910</b>
<b>AoS 2</b>	<b>Pop music</b>
<b>AoS 3</b>	<b>Music for media</b>
<b>AoS 4</b>	<b>Music for theatre</b>
<b>AoS 5</b>	<b>Jazz</b>
<b>AoS 6</b>	<b>Contemporary traditional music</b>
<b>AoS 7</b>	<b>Art music since 1910</b>

### Component 2: Performance (solo and/or ensemble)

Students must perform for a minimum of 10 minutes as a soloist and/or in an ensemble context. This component is worth 35% of the A Level. The performance component is marked out of 50, and several assessment grids are used to arrive at a final mark.

<b>Mark</b>	<b>Assessment Grid</b>
<b>5</b>	<b>Ambition of project*</b>
<b>15</b>	<b>Technical control</b>
<b>15</b>	<b>Expressive control</b>
<b>15</b>	<b>Performance quality</b>
<b>50</b>	<b>Total</b>

\*It is worth noting that the lowest mark in this grid (1) assumes a minimum standard of Grade 5 in an instrument or voice.

## Component 3: Composition

Students must submit two compositions: one to a brief and the other freely composed. Each is marked out of 25. Both compositions combined need to be at least 4½ minutes long. The component is worth 25% of the A Level and is marked externally. Both compositions need to demonstrate technical control and use of appropriate musical elements.

### Entry requirements: what do I need to study Music in Priority 6?

- Grade 7 or above in Music GCSE.
- At least Grade 5 standard on your main instrument or voice, but preferably Grade 6 or higher.
- Committed to taking lessons in your main instrument or voice for the duration of the course, whether in or out of school.
- Committed to participating in an extra-curricular music ensemble.

### Music at St Augustine's Priory

- Passionate and rigorous class teaching.
- Small class sizes offering individualized approach for each student.
- Access to industry-standard software, such as Sibelius and Logic.
- Expert instrumental and singing teaching available from a team of specialists.
- A wide range of extra-curricular ensembles including orchestras and choirs.
- Numerous performing opportunities throughout the year.

### Why choose Music?

- You will experience and broaden your understanding of all kinds of music from Classical to Pop and from around the world.
- You will develop a range of skills important to becoming a well-rounded musician, including performing, composing and listening.
- Music is a useful A Level if you want to get into any music-related study or any form of performing arts, and it is also highly regarded by top universities as a rigorous, academic A Level.



**Outstanding  
Results:**  
100% A\*-B

# Photography (Edexcel)

**Outstanding  
Results:**  
100% A\*-C



2016 recent leaver,  
Anna Cunningham  
had her photography  
published in The Big  
Issue during her time  
at Priory 6

In 2019, Isabella Ju  
had her film shown  
at South Social Film  
Festival and shortlisted  
at the London  
International Motion  
Picture Awards

## Why study Photography?

Photography includes artwork in film, video and digital imaging. Frequently, the techniques of the different disciplines are used to convey messages and create works in other graphic disciplines, such as television advertisements and the use of photographic images in magazines, books and advertisements in digital forms. Work in photography should form a means of personal enquiry and expression involving the selection and manipulation of images. Students undertaking the course must employ creative approaches which go beyond mere observations and recording.

## What skills will it develop?

Throughout the course you will be attending technical/practical and critical/contextual lessons. From these you will develop your understanding and skills with digital media including the use of your digital SLR camera and computer programs such as Adobe Photoshop and iMovie. You will also develop critical and analytical skills, learning about different artists, designers, photographers, film makers, relevant artistic movements and diverse genres. You also have the choice to use our dark room to develop your own films and photographs.

Students will extend their understanding of the scope of photography; as well as gaining a deeper understanding of specific processes within photography.

## Component 1:

### Investigation

This component is weighted 60% of the total qualification.

This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose. These elements should be seen as integrally connected.

Practical work will consist of a body of development work and outcome(s), related to your chosen theme. Supporting studies can help to generate ideas and focus for the practical work and the written personal study. The personal study will consist of a critical and analytical written piece of a minimum of 1000 words continuous prose, making links to your own practical investigations, supported by contextual research.

## Component 2:

### Externally Set Assignment

This component is weighted 40% of the total qualification and is released in February of Upper VI.

This component incorporates two major elements: preparatory studies and the 15-hour period of sustained focus. The Externally Set Assignment represents the culmination of the GCE Qualification allowing you to draw together all the knowledge, understanding and skills developed throughout. The Externally Set Assignment is comprised of an externally set theme with suggested starting points. You will need to develop your own personal work from this theme and related starting points.

Preparatory studies can help to provide focus for the development of ideas and outcomes. Preparatory studies will be evidenced throughout the creative journey and can take many forms such as recorded research, written annotation and practical exploration and development.

## Entry Requirements:

It is expected that students will have achieved an Grade 7 or above in a GCSE Art & Design or Design & Technology course. A good photographic ability and creative eye are essential. A crucial aspect of Art & Design is taking responsibility for your own learning. This means structuring your time to make the most of both lesson and non-contact time.



# Physical Education (OCR)

**Excellent results:**  
100% A\*-C  
in 2018

Recent leaver is  
studying Sports  
Science at  
Liverpool John  
Moore's University



## Why choose Physical Education?

Are you....

- Passionate about Sport?
- Driven to find out how you can improve your performance?
- Interested in how our bodies push themselves to their physical peak?
- Curious about the anatomy and physiology of performance?
- Keen to understand what gives Olympic Champions the psychological edge over their competition?
- Intrigued by why nearly one billion people would watch a single sporting event?

If the answer is yes, then A Level Physical Education is the subject for you. The course is extremely diverse, it allows you to explore and enhance your own sporting ability, but also bridges the academic divide between the arts and sciences.

### Who does this course suit?

PE suits students who have a passion for sport; students who will enjoy a fast-paced and diverse course that covers many subject areas – yet is always underpinned by the student's

application to sport. Students that have taken PE have combined it with a wide array of other subjects from Art through to Physics. In order to participate in the course, it is advisable that the student attains at least a 'B' in science, owing to the Anatomy and Physiology and Biomechanical Analysis in the course.

### Careers in Sport

The obvious suggestion is to say that it will lead on to one of many of the sports-related degree courses available. However, the real benefit of the PE A Level is that it enables you to grasp a wide range of skills – from scientific research through to debate. Sport is now such a huge industry that there are endless employment opportunities. A few examples: Coaching, Teaching, Biomechanics, Physiotherapy, Sports Rehabilitation, Officiating, Sports Technology Development, Sports Administration, Sports Management and Media.

### Entry Requirement:

Minimum Grade 7/7 in Double Science

## Content Overview

## Assessment Overview

<ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Exercise physiology</li> <li>• Biomechanics</li> </ul>	<b>Physiological factors affecting performance (01)*</b> 90 marks 2 hour written paper	30% of total A Level
<ul style="list-style-type: none"> <li>• Skill acquisition</li> <li>• Sports psychology</li> </ul>	<b>Physiological factors affecting performance (02)*</b> 60 marks 1 hour written paper	20% of total A Level
<ul style="list-style-type: none"> <li>• Sport and society</li> <li>• Contemporary issues in physical activity and sport</li> </ul>	<b>Socio-cultural issues in physical activity and sport (03)*</b> 60 marks 1 hour written paper	20% of total A Level
<ul style="list-style-type: none"> <li>• Performance or Coaching</li> <li>• Evaluation and Analysis of Performance for Improvement (EAPI)</li> </ul>	<b>Performance in physical education (04)*</b> 60 marks Non-exam assessment (NEA)	30% of total A Level

\*Indicates inclusion of synoptic assessment

# Politics (Edexcel)

83% achieved  
A\*-C in 2019



Five recent leavers  
are studying Politics  
at LSE, Queen Mary's  
London, Manchester  
and Nottingham  
universities

What a time to study politics! Brexit, the rise of Jeremy Corbyn and the Trump Presidency. It's exciting and dynamic.

Politics is a subject that you will not have studied before and yet its importance is clear: the effect on all our lives of decisions made by politicians around the world is immense. It is crucial that as many young people as possible have a sound understanding of how politics and government work. Our leaders and decision makers of the future will come from your generation: you can make a difference!

## What skills will it develop?

Besides learning about how government works, there are many transferable skills to be developed. Students will learn to demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates. They will analyse and evaluate political information, arguments and explanations. The course gives students opportunities to develop both their written and oral powers of expression. Emphasis is placed on discussions, debates and presentations, as well as more formal, written essays. Students of Politics find themselves able to converse about a wide range of relevant, contemporary issues.

## Politics at St Augustine's Priory

- St Augustine's Priory Politics students chosen for the Government's Magna Carta Project
- Visits to Parliament, the Supreme Court and the Royal Courts of Justice and attendance at LSE and UCL lectures
- Finalists at the LSE Model United Nations conference
- Two St Augustine's Priory Politics students grilled Members of Parliament on a Parliament TV live debate
- Politics students organising Parliament Week events and the school's General Election

## How will I be assessed?

Politics is a linear A Level. The content is as follows:

### Paper 1: UK Politics

Political Participation, students will study:

- Democracy and participation, political parties, electoral systems, voting behaviour and the media.

Core Political Ideas, students will study:

- Conservatism, liberalism, socialism.

### Paper 2: Governing the UK

students will study:

- The constitution, parliament, Prime Minister and executive, relationships between the branches.

Optional Political Ideas, students will study:

- One idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism.

### Paper 3: Global Politics

Students will study:

- Global governance; global human rights policies; political theories of international relations; globalisation.

"Living in a period of major political change, it is always fascinating to study politics. It has helped me develop my own political views and beliefs."

Entry Requirements. Minimum Grade 6 in a GCSE humanities subject.

# Psychology (AQA)

Five recent leavers are studying Psychology at City University London and the University of Brighton



## What is Psychology A Level about?

You are human – yet, chances are, you have learnt very little about the workings of the human mind – the organ that governs your every perception and sensation.

Psychology focuses on the science of the mind, behaviour and experience. It looks at how individuals think, what they do and the way they are affected by their biological make-up and the wider social group.

### Why study Psychology?

If you are fascinated by the idea of understanding the brain – if you want to grasp the complexities of human behaviour – Psychology A Level is for you.

In one lesson, you may be exploring ethical issues in psychological research; in another, you may be learning about memory, and trying to discover why humans forget things.

Psychology will offer you a unique academic experience. You will need to be able to learn scientific information such as the aims, procedures and findings of studies but you will also need to be able to evaluate these and other theories. Some answers require you to be concise, but there are also longer essay-based answers, thus again providing diverse experiences and useful transferable skills – developed through the study of a fascinating subject.

Lessons will offer different learning opportunities, with written work conducted alongside discussion and pair work, presentations, videos and practicals, such as memory experiments.

Most importantly, Psychology gives you an opportunity to learn about issues that can be applied to the wider world and focus on things that you experience on an everyday level.

### Psychology at St Augustine's Priory

- St Augustine's Priory is a member of the British Psychological Society
- Subscription to The Psychologist and Psychology Review periodicals

## The A Level Specifications

### Unit 1: Introductory Topics in Psychology

- The topics covered are Social influence, Memory, Attachment and Psychopathology.
- Written exam: 2 hours involving multiple choice questions, short answers and extended writing

### Unit 2: Psychology in Context

- The topics covered are Approaches in Psychology, Biopsychology and Research methods
- Written exam: 2 hours involving multiple choice questions, short answers and extended writing

### Unit 3: Issues and options in Psychology

- Students will study Issues & Debates in Psychology and 1 topic from 3 option blocks  
Option 1: Relationships, Gender, Cognition and Development
- Option 2: Schizophrenia, Eating behaviour, Stress
- Option 3: Aggression, Forensic Psychology, Addiction
- Written exam: 2 hours involving multiple choice questions, short answers and extended writing

### What might the subject lead on to?

Psychology's focus on human behaviour and thought is attractive to all employment involving human resources. It is, of course, relevant to those interested in Psychology at degree level, but also popular amongst students who plan to follow other paths.

As a university subject, Psychology is popular. Graduates enter a wide range of employment sectors, with only a minority pursuing careers in Psychology.

### Entry Requirements.

Grade 7 or above in GCSE Mathematics and Sciences.

# Religious Studies (Eduqas)

100% A\*-C



Recent leavers  
are currently  
reading Theology  
or Philosophy &  
Politics at Cardiff and  
Liverpool universities

*"Overall, religious education  
is one of the highest  
performing subjects in  
the school... Those who  
proceeded to post-16 Level 3  
courses in Religious Studies  
do very well in both A2 and  
AS examinations."*

Diocesan Inspection report  
2016

## Why choose Religious Studies?

- Engaging, academically rigorous and fun teaching from subject specialists.
- Small supportive classes to develop self-confidence and independence.
- Opportunities to attend Philosophy and Ethics conferences led by Dr Peter Vardy in London.
- Access to 'Dialogue' and the 'RS review', academic journals for A-level RS students; excellent resources to complement independent study.
- An ideal complement to other A-level subjects.

### Competitive

A Level Religious Studies will open your mind to the wonder of philosophy and theology. You will have the opportunity to ponder the great mysteries of life, study a variety of academic responses to these questions and then formulate your own ideas about it all. Do not take it just because you enjoyed RS GCSE or found that an easy subject. RS at A level is based on the philosophy of religion and ethical theories so it is a completely different discipline.

### Skills for life

You will also adopt an enquiring, critical and reflective approach to the study of religion. You will be able to reflect on and develop your own values, opinions and attitudes in the light of your learning. The course helps develop your skills of enquiry and engagement with ideas; those of others and your own. You will also explore and debate the strengths and weaknesses in arguments and finally be equipped to formulate your own philosophy and worldview.

The Eduqas Religious Studies Specification course encourages learners to: develop their interest in a rigorous study of religion and belief and relate it to the wider world; develop knowledge and understanding appropriate to a specialist study of religion and religious thought and its contribution to individuals, communities and societies. Students also need to adopt an enquiring, critical and reflective approach to the study of religion enabling them to reflect on and develop their own values, opinions and attitudes in the light of their study. RS develops the critical and evaluative skills that will enable students to go on to Higher Education to study a wide range of courses, including Religious Studies, Theology, Philosophy, Law, Sociology and the Social Sciences. Career choices include Education, Journalism, Law and Human Resources.

### Academic, engaging and fun

You will be encouraged to develop your interest in, and enthusiasm for, a rigorous study of religion and its relation to the wider world. The course also enables you to treat the subject as an academic discipline by developing knowledge, understanding and skills appropriate to a specialist study of religion.

### Course Specification

Learners must study all three components.

<b>Component 1: A Study of Religion</b> <b>Written examination: 2 hours</b> <b>33⅓% of qualification</b>	Study of Christianity There will be four themes within each option: religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity.
<b>Component 2: Philosophy of Religion</b> <b>Written examination: 2 hours</b> <b>33⅓% of qualification</b>	There will be four themes within this component: arguments for the existence of God; challenges to religious belief; religious experience; religious language. Learners will be expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component.
<b>Component 3: Religion and Ethics</b> <b>Written examination: 2 hours</b> <b>33⅓% of qualification</b>	There will be four themes within this component: ethical thought; deontological ethics; teleological ethics; eternism and free will. Learners will be expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component. Questions can be taken from any area of the specification.

Entry Requirement: Minimum Grade 7 at GCSE.

# Science (OCR)

Exceptional Results  
Summer 2019  
Biology & Physics  
100% A\*-A  
Chemistry  
100% A\*-B



Recent leavers are  
currently studying  
Biology at Warwick,  
Leeds and Exeter  
universities

## Biology | Chemistry | Physics

### Science at St Augustine's Priory

- Passionate and academically rigorous teaching from subject specialists
- Small supportive classes to develop self-confidence and independence
- Extra-curricular science clubs
- Leadership opportunities in Science events
- Mathematics and Science are popular combinations
- Opportunities to take part in competitions and the A Level Science Olympiads
- Science is highly regarded by all universities, as such A Levels in Science will positively help to shape your future

Almost all of the pupils who continue with Science at university attain places at their first choice institution.

Biology is a Science that is rapidly developing and constantly evolving. The more we explore Biology the more we are faced with ethical decisions. For example, should we use embryonic stem cells in medicine? Where do we draw the line regarding cloning? Should we do prenatal genetic screening? And if so, which genes?

Studying Biology opens up many career possibilities. Possession of a Biology A Level indicates that a person has the ability to assemble and organise many facts, link disparate topics by identifying underlying themes, and understand some of the complex processes that occur in living organisms. All of these abilities are relevant to many non-scientific careers, in addition to all the Bioscience and Medical careers that require A Level Biology.

### A Level (OCR)

#### Entry Requirement:

- Minimum Grade 7 at IGCSE Biology (Triple Award)
- Minimum Grades 7/7 in IGCSE Double Science
- Minimum Grade 7 at GCSE Mathematics

## Biology

### Why choose Biology?

Biology is the study of all living organisms and how they inter-act with their surrounding environment. It is a diverse and fascinating subject that branches from one extreme to the next. It links the molecules that make us to how we interact and affect the biosphere that surrounds us.

#### Content overview

The content is split into six teaching modules:

- **Module 1** – Development of practical skills in biology
- **Module 2** – Foundations in biology
- **Module 3** – Exchange and transport
- **Module 4** – Biodiversity, evolution and disease
- **Module 5** – Communication, homeostasis and energy
- **Module 6** – Genetics, evolution and ecosystems

Component 01 assesses content from modules 1,2,3 and 5.  
Component 02 assesses content from modules 1,2,4 and 6.  
Component 03 assesses content from modules (1 to 6).

#### Assessment overview

	<b>Biological processes (01)</b> • 100 marks • 2 hour 15 minutes • Written paper	<b>37%</b> of total A Level
	<b>Biological diversity (02)</b> • 100 marks • 2 hour 15 minutes • Written paper	<b>37%</b> of total A Level
	<b>Unified Biology (03)</b> • 70 marks • 1 hour 30 minutes • Written paper	<b>26%</b> of total A Level
	<b>Practical endorsement in biology (04):</b> Non-exam assessments	<b>Reported separately</b> (see section 5f)

All components include synoptic assessment.



# Chemistry

Popular subject choice with 32% of Lower VI studying Chemistry



Recent leaver is reading Biochemistry at the University of Birmingham

## Why study Chemistry?

Chemistry is for anyone who is curious about reactions in the world around them, from the chemistry in their body's cells, to controlling the breakdown of plastics in the environment. The study of Chemistry overlaps with other subjects such as Maths (calculations), Biology (Biological molecules), and Physics (Atomic structure and isotopes). Chemistry comprises many specialised fields and interacts with all other areas of Science.

The Chemistry course has been developed to build on the knowledge gained at GCSE, adding depth and breadth.

## Career Possibilities?

Chemistry is a great choice of subject for people who want a career in health and clinical professions, such as medicine, nursing, biochemistry, or forensic science. It will also equip you for a career in industry, for example in the petrochemical or pharmaceutical industries.

## Syllabus

In the first year, Modules 2,3 and 4 are taught and assessed (shown below), Modules 5 and 6 being the Upper 6th course.

OCR CHEMISTRY A (H432) Content overview

Module 1 – Development of practical skills integral to all Modules.

Module 2 – Foundations in chemistry

Module 3 – Periodic table and energy

Module 4 – Core organic chemistry

Module 5 – Physical chemistry and transition elements

Module 6 – Organic chemistry and analysis

## Assessment.

There will be regular end of topic/module tests. How you will be assessed in exams is outlined below.

The LVI exams are in the style of the AS examinations.

**Entry requirements.** A minimum of Grade 7 in GCSE Chemistry, or Grades 7/7 in GCSE Double Science. A Grade 7 for Mathematics GCSE is highly recommended.

## Content overview

The content is split into six teaching modules:

- **Module 1** – Development of practical skills in chemistry
- **Module 2** – Foundations in chemistry
- **Module 3** – Periodic table and energy
- **Module 4** – Core organic chemistry
- **Module 5** – Physical chemistry and transition elements
- **Module 6** – Organic chemistry and analysis

Component 01 assesses content from modules 1,2,3 and 5.  
Component 02 assesses content from modules 1,2,4 and 6.  
Component 03 assesses content from modules (1 to 6).

## Assessment overview

### **Periodic table, elements and physical chemistry (01)**

- 100 marks
- 2 hour 15 minutes
- Written paper

**37%**  
of total  
A Level

### **Synthesis and analytical techniques (02)**

- 100 marks
- 2 hour 15 minutes
- Written paper

**37%**  
of total  
A Level

### **Unified chemistry(03)**

- 70 marks
- 1 hour 30 minutes
- Written paper

**26%**  
of total  
A Level

### **Practical endorsement in chemistry (04):** Non-exam assessments

**Reported separately**  
(see section 5)

All components include synoptic assessment.

# Physics

**Excellent results:**  
100% A\*-A

Recent leavers are  
studying Engineering  
at Manchester and  
Liverpool Universities



## Why study Physics?

Physics is the oldest and most fundamental of all Sciences. At St Augustine's Priory we teach the pupils about how the Universe works, from the interactions of charged particles to the internal workings of stars. In Physics the pupils develop their scientific thinking through investigation and are encouraged to challenge themselves through project work and extension tasks.

At St Augustine's Priory we enrich the pupils' experience of Physics by offering trips targeted to the individual year groups. Annually we send the Sixth Form pupils to the Institute of Education to be given a series of lectures which are at the cutting edge of Physics.

Physics enables us, as humans, to push what is possible. However, with such knowledge comes ethical decisions that need to be fully considered. With its chequered past, is nuclear power still a sustainable source of energy? Are robotics a safe future for us to be investing in?

### A Level (OCR)

#### Entry requirements.

A minimum of Grade 7 in IGCSE Physics, or two Grades 7 in IGCSE Double Science. A Grade 7 for Maths GCSE is highly recommended.

## Content overview

The content is split into six teaching modules:

- **Module 1** – Development of practical skills in physics
- **Module 2** – Foundations in physics
- **Module 3** – Forces and motion
- **Module 4** – Electrons, waves and photons
- **Module 5** – Newtonian world and astrophysics
- **Module 6** – Particles and medical physics


Component 01 assesses content from modules 1,2,3 and 5.  
Component 02 assesses content from modules 1,2,4 and 6.  
Component 03 assesses content from modules (1 to 6).

## Assessment overview

<b>Modelling physics (01)</b> • 100 marks • 2 hour 15 minutes • Written paper	<b>37%</b> of total A Level
<b>Exploring physics (02)</b> • 100 marks • 2 hour 15 minutes • Written paper	<b>37%</b> of total A Level
<b>Unified physics (03)</b> • 70 marks • 1 hour 30 minutes • Written paper	<b>26%</b> of total A Level
<b>Practical endorsement in physics (04):</b> Non-exam assessments	<b>Reported separately</b> (see section 5g)

All components include synoptic assessment.

Recent leavers are reading Sociology at Bristol and Kent universities



Summer 2019  
67% A\*-C

Do you wonder what fuels our society's apparent fixation with celebrity? Is commercialisation eroding childhood? What causes riots? Does poverty lead to crime? What about the way that your gender, religion, and ethnic background open up or close down opportunities in your life?

Sociology is an exciting, lively and relevant subject that challenges preconceptions. It will give you a set of critical tools to develop an understanding of social structures and institutions and how sociologists study and explain people's lives. Studying sociology will enable you to discuss social issues in a more informed and systematic way and it will help you to make sense of your own and other people's experiences.

- St Augustine's Priory is a Member of the British Sociological Association.
- Regular visits to LSE and UCL lectures as well as trips to Parliament, the criminal courts and the BBC.
- Free access to the Open University's Social Sciences resources.
- Sociology is excellent preparation for extra-curricular activities such as the Debating Society and Model United Nations.

The new specification essentially concentrates on an examination of British society; however, there is much cross cultural analysis where we consider the workings of other societies. Sociology will enhance your critical analytical and evaluative skills and it will also allow you to conduct your own social research.

## Subject content

- Sociology of Education with Sociological Methods in Context
- Sociological Research Methods Sociology of Families and Households
- Sociology of Beliefs in Society or Sociology of the Mass Media Sociology of Crime and Deviance

## Assessment

### Paper 1:

Education with Sociological Methods in Context. 2 hour written exam. 33.3% of A Level.

## Paper 2:

Families and Households and Beliefs or Mass Media in Society. 2 hour written exam. 33.3% of A level.

### Paper 3:

Crime and Deviance with Theory and Methods. 2 hour written exam. 33.3% of A Level.

All examinations consist of short questions, stimulus response questions and essay questions.

**Entry requirements.**

Grade 6 or above in English Language and a Humanities GCSE

# Extended Curriculum:

## Your guide to General Religious Education



**As a Catholic school we provide all our students with a General RE programme.**

This means you will all have a General RE lesson once a week. These lessons are taught in mixed groups of both Lower and Upper Six students together. Our scheme of work includes a range of topics from philosophy, ethics and moral theology. For example we follow Michael Sandler's 'Justice' Course that he teaches to undergraduates at Harvard. We link this to the Diocese of Westminster's 'Active Faithful Citizen' course that looks at Catholic teaching on Social Justice. We also investigate how faith can be put into action on a national and global scale through the work of Pax Christi and on a local scale through the work of the Catholic Children's Society (Westminster).

You may also wish to use your General RE lessons to develop the ideas that you want to complete your EPQ on. For example, the medics among you may want to use the General RE to produce an EPQ on the ethics of saviour siblings.

These are important lessons and attendance is compulsory.

# Enrichment





# Why St Augustine's Priory?

## What Priory 6 students think...

"I think having small form groups really extends the amount of support we can be given, as it gives the form tutors a chance to get to know us individually and target their support to our unique situations."

"The UCAS week really demonstrated the support which is shown as not many other schools would provide to us."

"I have really enjoyed the running of events as it brought us closer as a year group while also giving us the responsibility that Priory 6 girls would want."

"Support regarding UCAS applications and personal statements, as well as specific subject support is particularly good."

"I love how much the school cares for the girls in Priory 6. We are given so many opportunities which I will forever be thankful for."

"The number of opportunities and experiences we get that can help with UCAS is excellent, but so is the one to one time we get with teachers and smaller class sizes that allow us to talk through problems."

"I love how Priory 6 centres their teaching and tasks around the students; giving them the opportunity to run initiatives and grow as individuals."

"The fact that we have quite small teaching groups is a blessing, seeing as the teacher is able to recognise if a student is falling behind slightly and can then give the appropriate help."

"We have a really good balance between freedom and discipline, this introduces us to a different relationship with teachers which allows us to develop our skills in communication."

# Extended Project Qualification



The EPQ, which is internally assessed and externally moderated, helps our girls to improve their skills of independent work and research. The qualification is increasingly valued by universities, since it develops exactly the skills which their students will require:

*The university is supportive of the requirement to undertake an Extended Project ... It is expected that some admissions tutors may make two alternative offers to those offering this qualification, one of which involves success in the Extended Project (e.g. either AAA at A Level or AAB at A Level plus Extended Project).*

**University of Bristol**

*The skills it develops... are exactly the sort of qualities an admissions tutor is looking for.*

**University of London**

The exciting thing about an EPQ is that the project is chosen by a student in any subject area of her choice: it could be one which she is studying at A Level, or one which she hopes to study at university – for example, medicine, law, art, or photography – or something vocational (for example nursing or teaching). Although many students will opt to produce an extended essay or research project, others might decide to produce projects as diverse as a garment, a video, a play, the opening chapter of a novel, a photographic exhibition, or a musical composition.

The first half of the Michaelmas term is spent developing skills necessary for completing an EPQ such as research, academic writing and presentation. They then pin down a title and a supervisor is assigned. We expect the bulk of the work to be completed over the summer, as the final hand in for all projects is straight after the October half term.

At the end of the project students will be required to give a presentation – either to their tutor or to a larger group as they wish – and answer questions about their project. These are key skills which will be of value during the university application process and in the workplace.

- Is cheap meat worth it?
- An artifact exploring how to create a sustainable homeless shelter
- Is The Handmaid's Tale a feminist novel?
- A film exploring the isolation of anorexia
- That's So Raven and its impact on its audience

Our EPQ results are outstanding, with nearly 80% achieving A\*/A

# UCAS Programme

## The aims of the UCAS Programme are to:

- Increase student awareness of the great range of opportunities available and encourage students to take the initiative for their future plans
- Provide information and support which enables each student to decide on an appropriate selection of degree courses and universities
- Develop further research skills to enable effective use of all resources, information and facilities available through the use of the UCAS library and online access
- Prepare and support each girl in completing and submitting her UCAS applications
- Specialist support and advice in writing their personal statements
- Provide additional support and guidance for all early applicant courses, including those applying for Oxford or Cambridge University, Dentistry, Medicine and Veterinary Medicine

Provide additional support and guidance for those applying for non-UCAS universities, including US and European applications.

The Priory 6 programme builds upon the school's Pathways Programme. The girls have had a comprehensive introduction into UCAS during Upper V and have begun their research during their PSHEE lessons.

### LOWER VI

#### Michaelmas and Lent Terms

- Individual interviews for girls. These will be conducted by: their Form Tutors; Director of Priory 6; Careers Coordinator; the Head of UCAS and the Oxbridge Coordinator.
- Optional Early Applicant sessions for those girls who are considering submitting applications to Oxford, Cambridge, Dentistry, Medicine or Veterinary Medicine
- Registration for London University taster days for Lower VI students.
- Registration and booking of University open days (maximum of three during term time) at [www.opendays.com](http://www.opendays.com).
- Oxbridge sessions for girls thinking of applying to top tier Universities.

The School Careers' Evening, regular Careers' Talks, with numerous professionals who represent a wide variety of careers, largely from the parental body are attended by Priory 6 and Upper V students. From this stems the opportunity to arrange their own work experience with the contacts they have made.

### Summer Term

The sessions in the summer term are focused on the UCAS application process. All Lower 6 girls take part in an UCAS/EPQ week. The aims of the week are to allow the girls to fully immerse themselves in researching their university options and to begin the application process. They receive many workshops including sessions on researching university degrees, writing an effective personal statement, interview skills, and student finance. We also visit a university to allow the girls to experience a campus university.

The week will also allow the girls to carry out independent work on their EPQs.

During the summer term, the girls will continue to have one-to-one tutorials with members of the Priory 6 Team to discuss their university and career plans, including their work experience plans, additional opportunities and reading suggestions which can support their application.

### UPPER VI

#### Michaelmas Term

A UCAS reference will be drafted by Form Tutors and collated by the Head of UCAS. This is then passed to the Headteacher for final checking.

Tuition sessions for girls needing to sit University Assessment Tests.

Interview practice for all Early Applicants, Law and Drama applicants and all students called for interview. These are conducted by staff specialists as well as external interviewers.

#### Lent Term

Girls reply to university offers.

#### August

Results' day and confirmation of university places.

# Oxbridge Programme



Our most able students have the opportunity to attend Oxbridge group sessions. These are often broadly faculty-based, but also challenge the girls on a wide range of topics to stimulate their intellectual curiosity and discovery. Its aim is to develop our students' confidence in discussing eclectic issues spontaneously to support with interview practice and application to prestigious universities.

Individual interviews for all girls are conducted by form tutors, the Director of VI form, Head of UCAS and the Early Applicant Coordinator. There are optional Early Applicant sessions for those girls who are considering submitting applications to Oxford, Cambridge, Dentistry, Medicine or Veterinary Medicine.



The Oxbridge Coordinator also arranges interview practice for all Early Applicants, Law and Drama applicants and all students called for interview. These are conducted by staff specialists as well as external interviewers.

The programme aims to increase student awareness of the great range of opportunities available and encourage students to take the initiative for their future plans. The provision of information and support which enables each student to decide on an appropriate selection of degree courses and universities. We work on developing further research skills to enable effective use of all resources, information and facilities available through the use of the UCAS library and online access.



## Stretch and Challenge Scheme

Our Stretch and Challenge scheme encourages independent thinking and research into a topic in which students have a particular interest. Besides providing students with an opportunity to think independently about matters beyond the curriculum, the scheme is also a useful starting point for serious thought about A Level options for Upper V students, and, for Lower VI students, a chance to explore ideas for the Extended Project Qualification (EPQ) and also degree choices.

## Wider Reading Presentations

Priory 6 students take part in weekly wider reading presentations in which they share knowledge they have gained through extended learning around their subject. This takes various forms such as a lecture they have attended, an article they have read or a play they have seen.



# Priory 6 University Destinations



## Augustinian University Destinations

Just to inspire you...

Have a look at these Augustinian university destinations.

It will be your turn soon; it is just a question of making the right choices!

### Recent University Destinations

Accounting and Finance	Coventry University
Accounting and Financial Management	Loughborough University
Actuarial Science & Mathematics	Manchester University
Animation	University of the Arts, London
Art and Design Foundation Studies	Loughborough University
Architecture	Reading University
Bio Medicine	Birkbeck, London University
Biochemistry	University of Birmingham
Biology	University of Leeds
Biology	University of Portsmouth
Biology	Warwick University
Business	Glasgow University
Business	Nottingham Trent University
Criminology	Royal Holloway, London University
Economics	London School of Economics
Engineering	Manchester University
English Literature	Edinburgh University
Events Management	Liverpool John Moores University
Film and Television Studies	University of Nottingham
Geography	Newcastle University
Graphic Communication and Illustration	Loughborough University
Graphic Design	Norwich University Of The Arts
History	Edinburgh University
History	Exeter University
History	University of York
History and Classics	Edinburgh University
Human Biology	Exeter University
International Politics	Brunel University London
Law	Cardiff University
Law & Business	Exeter University
Liberal Arts	Toronto University
Management	University of Leeds
Natural Sciences	Exeter University
Physics with Astronomy	University of Surrey
Politics	Nottingham University
Politics and Languages	Sheffield University
Politics and Spanish	Manchester University
Politics and International Relations	Queen Mary's, University of London
Psychology	Roehampton University
Religion and Theology	University of Cardiff
Social Sciences	Kent University
Sociology	University of Bristol
Sports Sciences	Liverpool John Moores University
Veterinary Science	Nottingham University
Zoology	University of Leeds



# School Uniform



The girls have a choice of two skirts and trousers to match the navy suit. In addition, Priory 6 students are required to wear PE uniform for all PE sessions and extra-curricular games and matches and they can wear a sports hoodie of their choosing. Detailed information about the school uniform may be found on the St Augustine's Priory website.

## The School Outfitters

The new Priory 6 uniform is available online at [www.schoolblazer.com](http://www.schoolblazer.com). You will initially be taken through the registration process and then subsequent logins will take you directly to the St Augustine's Priory homepage on the School Blazer website.

If you are buying uniform for your daughter for the first time, please place your order well in advance of the new school term. This will allow plenty of time for you to make correct choices in size and fit.

If there are any problems or delays with the supply of school uniform, please contact Schoolblazer in the first instance, then the School if you feel the issue needs to be taken further.

## PE

Sixth Form should wear a Priory 6 hoodie with black leggings. A white PE top will be available for purchase from the School.

## Naming

Name-tapes should be attached to all uniform items.

## Fitting Adjustments

Items purchased should always comply with any listed requirements. In particular, please note that skirts should be no more than one inch (2.5cm) above the knee. Adjustments to the length of the skirt (ie, lengthened or shortened) can be made to meet this requirement. Please do not shorten your daughter's skirt outside of this requirement.

- Students who come to School in skirts that are inappropriately short, will be given one week to purchase a new skirt. A letter home will confirm the warning. If an appropriate skirt is not forthcoming, the School reserves the right to provide such a skirt and charge it to the Parent/Guardian account.
- Equally, students should wear a plain white blouse (no t-shirts with logos), with a collar and neckline that does not reveal cleavage.

## Lost Property

All named items of uniform will be returned to their owners. If unnamed (or named) items of uniform are not claimed by the end of the term, they will be sold via the Parents' Committee Second-Hand Uniform Shop.

## Second-Hand Uniform Shop

The St Augustine's Priory Parents' Committee runs a Second-Hand Uniform Shop, with the purpose of raising funds for the School. The shop generally stocks most of the items in the uniform list. The goods vary in quality from excellent to good and are priced accordingly. Prices are set at very reasonable rates.

Uniform items may be donated to the school for resale (100% profit goes to the Parents' Committee funds).

## Earrings

Small plain stud earrings may be worn by those girls with pierced ears but **MUST** be removed for P.E. Therefore, if girls are to have their ears pierced please ensure this is done at the beginning of the summer holidays.



# Priory 6 Residential



**Lower VI and Upper VI visit Stubbers Adventure Centre in early September. The trip provides a vital opportunity for the girls to get to know each other better as a new Priory 6 unit, to learn new skills and experience some outdoor adventure with their peers. It is expected that all girls will want to attend.**

*"It was very nice getting to know the year above and the new girls as I didn't know them very well before. All of the activities were great, particularly jet skiing, archery and the banana boat"*  
Libby Jarvis, Lower VI



*"I really enjoyed Stubbers as it gave me a chance to get to know the year below and it has definitely changed my perspective. I personally think that laser tag was the most fun activity especially since the teachers were also involved"* Shahla Ghodrat, Upper VI



**"As I'm new, I was quite nervous to go to Stubbers, however everyone was so warm and welcoming that the initial anxiety soon faded away, and made coming back to school the following week so much easier and more fun in general as I felt that I got to know everyone much better"**  
Ava Asi, Lower VI

# Timeline – A Level Options Process

Timing	Actions / Activities	
<b>September</b>	<ul style="list-style-type: none"> <li>• Priory 6 Open Evening</li> <li>• Assigned Academic Mentors</li> </ul>	<b>Ongoing Support throughout the school year:</b>
<b>October</b>	<ul style="list-style-type: none"> <li>• Priory 6 Taster Day</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Mentoring</li> </ul>
<b>September - December</b>	<ul style="list-style-type: none"> <li>• Reflection, research and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE sessions centred around careers</li> <li>• Priory 6 Visiting Speaker programme</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• GCSE Mocks</li> <li>• Discuss results with subject teachers and assess suitability</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for Q&amp;A with current Priory 6 students</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Finalise preferred subjects for A Level</li> <li>• Complete options form</li> <li>• Discuss with Senior Form Tutor</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with Form Tutor and subject teachers</li> <li>• Stretch and Challenge scheme</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Letter from Deputy Head, Academic to parents confirming choices</li> <li>• Final deadline for confirming choices</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime drop-in and one-to-one sessions with our Careers Coordinator</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Option blocks published.</li> <li>• No changes to option blocks after this time</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Priory 6, Deputy Head Academic and Head of UCAS on hand to answer questions</li> </ul>
<b>May - September</b>	<ul style="list-style-type: none"> <li>• Students can change their subjects for A Level but must select subjects from the published option blocks</li> </ul>	

# Notes

# Notes



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