

# ST GEORGE'S ASCOT

#SGASIXTH

SIXTH FORM FURTHER INFORMATION





ST GEORGE'S  
ASCOT

83%

of leavers, on average,  
achieved their first or  
insurance choice of  
university place





CONFIDENT

CAPABLE

CONNECTED

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# PATHWAY TO SIXTH FORM AT ST GEORGE'S

## 1 OPEN EVENTS

Attend our Sixth Form Information Evening in September of Year 10 or 11, where you will meet the Sixth Form team and get to find out more about your options.

## 2 \*OPEN MORNINGS

If you can't make the Information Evening, come along to one of our regular Open Mornings where you will hear from the Head and current girls, and have a tour of the School with a Sixth Form pupil.

## 8 GCSEs

**GOOD LUCK IN YOUR  
GCSE EXAMS!**

## 7 \*ACCEPTING A PLACE

To accept any offer of a place, the Acceptance Form must be completed and returned, together with payment of the relevant deposit.

## 9 \*NEW JOINER PACK

You will receive your New Joiner pack in the June before you start, which contains all the information you need to know about starting.

## 10 WELCOME EVENT

You will be invited to a Sixth Form welcome event and induction before you are due to start at St George's.



Your Sixth Form journey starts here. As you go through this information booklet you will find out more about course options and the application process.

Already at St George's? Steps marked \* are for external applicants only.





# HOW TO APPLY

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\*Already at St George's? This step is for external applicants only.

Once you're ready to apply, the next step is to register. Complete the online Registration Form and return with the registration fee of £200. The deadline to register for Sixth Form (16+) entry to start in September 2024 is 9 November 2023.

You will be invited to an interview with the Head of Sixth Form or another senior member of staff, after which we will communicate the outcome of your application in writing. A reference, including predicted GCSE grades, will have been requested from your current school. If you are successful in receiving an offer, this will be conditional on meeting our minimum admissions criteria, as specified on the opposite page.

International pupils are welcome to apply for entry to St George's Sixth Form. All international pupils are required to sit entrance examinations at their current school, the local British Council office or at St George's. Pupils may also be required to sit papers in the subjects they wish to study for A Level. All international pupils whose first language is not English will be required to sit an EAL Assessment. International pupils who do not have the required English Language qualifications for entry into a British university will be required to study for the IELTS examination in the Sixth Form.

## REGISTER ONLINE

[www.stgeorges-ascot.org.uk/admissions/register/step1](http://www.stgeorges-ascot.org.uk/admissions/register/step1)

or scan here







# 70+

Co-curricular  
clubs & activities  
each week

Sixth Form isn't just  
about studying. Have  
a go at something  
new and gain valuable  
experience that will  
stand you in good  
stead for university  
and your future.





TOP  
5%

Nationally for  
Value Added at  
A Level





## ENTRY REQUIREMENTS & SCHOLARSHIPS

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To enter the Sixth Form, you need to achieve at least six grades 4 to 9 at GCSE or equivalent with at least a grade 6 in any subject to be taken at A level. Please note that we ask for additional entry requirements for some subjects\*.

St George's invites applicants for Academic, Art, Drama, Music, Sport, Swimming, Performing Arts and All-rounder scholarships for Sixth Form entry. These are open to both internal and external candidates. Scholarships are worth a remission of up to 10% of tuition fees. In addition there are Academic, English, Mathematics, Sport, Swimming, Music, Art, Drama and Performing Arts Exhibitions, which are worth up to 5% of tuition fees. The latest date for scholarship applications is Thursday 9 November 2023.

St George's is committed to broadening access by offering means tested bursaries. A limited number of bursaries (up to 100% of the tuition fees) are available to support girls whose parents are not able to afford the fees in whole, or part, subject to availability of funds. For more information please contact the Bursar: [bursar@stgeorges-ascot.org.uk](mailto:bursar@stgeorges-ascot.org.uk) (Bursary application deadline is Thursday 12 October 2023).

\*Grade 7 in GCSE Mathematics required for A Level Economics.



# EPQ LEVEL 3 AQA | 7993

At St George's all Sixth Form pupils complete an Extended Project Qualification (EPQ) alongside their A Level subjects. The EPQ is a fantastic opportunity to experience university-style study and expand your knowledge in an area of interest. It also teaches you some great skills that will be applicable at university and beyond, such as self-discipline and independent research.

Completing an EPQ is a powerful demonstration that you have many of the fundamental requirements for success in your post-18 options, as it indicates motivation, discipline, research and presentation skills. In the Lower Sixth you will be given a series of timetabled lessons to develop your understanding of key elements of the EPQ, as well as an individual tutor who will help guide your progress to the completion of an excellent project.

## THE COURSE

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Pupils are required, supervised by their EPQ tutor, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the EPQ Co-ordinator
- Plan, research and carry out the project (which is usually a 5,000 word essay but can be an artefact supported by a 1,000 word report)
- Deliver a presentation to a non-specialist audience
- Provide evidence of all stages of project development and production for assessment
- Pupils are awarded a grade from A\* to E for their completed EPQ. The grade can also earn UCAS points

## BEYOND THE COURSE

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Pupils will benefit from the opportunity to:

- Make a significant contribution to the choice and design of an extended project and take responsibility for the individual task
- Develop and improve their own learning and performance as critical, reflective and independent thinkers
- Develop and apply decision-making and problem-solving skills
- Extend their planning, research, analysis, synthesis, evaluation and presentation skills
- Develop and apply skills creatively, demonstrating initiative and enterprise
- Use their learning experiences to support their aspirations for university or a career
- Develop transferable skills as part of their EPQ which can be used in other areas of study





“

If there's an area of study you really love – whether it's engineering, languages, sport or the arts – an EPQ gives you the chance to develop your skills and knowledge and impress universities at the same time.

”

UNIVERSITY  
OF BIRMINGHAM

## GOOD TO KNOW...

Your EPQ grade can be used  
to earn extra UCAS points  
or lead to a lower  
A Level offer



# A LEVEL COURSES

**100%**

Pass Rate at  
A Level

43% graded A\*-A and  
72% graded A\*-B  
in 2023





St George's is a great place to study for your A Levels. Our inclusive community fosters confidence, no matter what area you excel in, and enables you to reach your full potential while preparing you for your future.

Whether your interests are creative, sporty, academic or any other areas, we are sure you will find your niche in the St George's Sixth Form.









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# BIOLOGY

OCR | H420

Studying Biology provides pupils with a wonderful insight into the phenomenon that we call life. Pupils will study life at a subcellular level and move up through the layers of complexity which ultimately focuses on how our actions impact on other life forms. Questions such as 'how did life evolve on Earth?' and 'how does our DNA control our characteristics?' will be addressed.

## THE COURSE

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We are living in the future. We can use stem cells to build new organs, splice and interchange genes to genetically engineer crops, we even have the technology to synthesise new genes and create brand new life forms. Studying A Level Biology will enable pupils to understand this brave new world in which we live and help make sound and informed decisions within it.

In Lower Sixth, modules covered include Foundations in Biology, Exchange and Transport, Biodiversity, Evolution and Disease. In Upper Sixth, modules covered include Communication, Homeostasis and Energy, Genetics and Ecosystems.

## REQUIRED SUBJECTS

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Pupils will need at least a grade 6 in GCSE Biology and Chemistry or in Combined (Trilogy) Science and a grade 6 in Mathematics at the higher level. Good written communication skills are also important.

## ASSESSMENTS

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- **Paper 1 - Biological Process**  
37% (2 hrs 15 mins)
- **Paper 2 - Biological Diversity**  
37% (2 hrs 15 mins)
- **Paper 3 - Unified Biology**  
26% (1 hr 30 mins)
- **Practical Endorsement**

## BEYOND THE COURSE

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A Level Biology provides qualification for entry into many courses, including Law, Forensic Science and Psychology. It is important, with A2 Chemistry, for entry into Medicine, Dentistry, Veterinary Science, and a range of Biology based courses including Neuroscience, Forensic Science and Biomedical Science. Combined with Geography, entry into many Ecology, Geology and Environmental Studies courses is also possible. Recent leavers have gone on to study Medicine, Veterinary Science, Biology and Biomedical Science at universities such as UCL, Cambridge and Newcastle.



# BUSINESS

PEARSON EDEXCEL | 9BS0

The aim of the course is to enable pupils to develop an holistic understanding of business in a range of contexts. Lower Sixth study focuses on starting up and managing a small business with a particular focus on marketing and finance. Upper Sixth study builds on this work, with a focus on large national and multinational organisations and business strategy.

## THE COURSE

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This course enables pupils to analyse the factors that lead to a successful start up and appreciate the role marketing, operations management, finance and human resources play in business growth and success. It requires pupils to be able to analyse case studies of real businesses and make informed recommendations based on prior analysis. The study of Business helps to develop skills in numerical analysis and understand the role financial data plays in decision making. Pupils will study the wide range of factors that influence business development in a global setting.

Modules include Marketing and People, Business Decisions and Strategy and Global Business.

Pupils are strongly recommended to have at least a grade 5 in GCSE Mathematics. Enthusiasm and interest in business and current affairs is important alongside effective written and communication skills. A willingness to take part in group work, research tasks and presentations is desirable.

## ASSESSMENTS

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- **Paper 1 - Marketing, People and Global Business**  
35% (2 hrs)
- **Paper 2 - Business Activities, Decisions and Strategy**  
35% (2 hrs)
- **Paper 3 - Investigating Business in a Competitive Environment**  
30% (2 hrs)
- **Practical Endorsement**

## BEYOND THE COURSE

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The concepts, terminology and structures learned in Business are invaluable whatever a pupil's chosen future career may be. Business pupils go on to pursue higher education and careers in areas such as Marketing, Finance, Sales, International Business and Human Resources.



# CHEMISTRY

AQA | 7405

Chemistry is involved in every aspect of our lives from the biological processes inside us to the atmosphere around us. A Level Chemistry builds on ideas studied at GCSE: covering a wide range of concepts from the structure of the atom to the energy changes in reactions. It provides the opportunity to learn about concepts that help to explain the fascinating properties of medicines, foods, fabrics and all the matter that makes up our world.

## THE COURSE

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The course is designed so that essential ideas and skills are gained through practical work and problems are solved by developing powers of critical and imaginative thought.

Throughout the course much attention is paid to developing an appreciation of the social, environmental and technological importance of Chemistry. It will appeal to all those who are self-motivated with an analytical mind and an interest in the future and development of the world.

Modules include Physical, Organic and Inorganic Chemistry.

## REQUIRED SUBJECTS

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Pupils will need at least a grade 6 in GCSE Chemistry or in Combined (Trilogy) Science and a grade 6 in Mathematics. Good written communication skills are also important.

## ASSESSMENTS

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- **Paper 1 - Physical and Inorganic Chemistry**  
35% (2 hrs)
- **Paper 2 - Physical and Organic Chemistry**  
35% (2 hrs)
- **Paper 3 - All topics**  
30% (2 hrs)
- **Practical Endorsement**

## BEYOND THE COURSE

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Chemistry develops a range of skills for life including practical, creative and critical thinking, application of knowledge, analysis and the ability to apply and use concepts or models.

Studying Chemistry, along with Biology, is of vital importance in supporting an application to study Medicine at university and offers pupils routes for further courses and careers in areas such as Dentistry, Veterinary Science, Biochemistry, Environmental Sciences, Pharmacology, Sports Science, Life Sciences, and Forensic Science. It is also highly valued for many other courses and careers, such as Engineering, Patent Law, Mathematics and Accountancy. Recent leavers have gone on to study Medicine, Veterinary Science, Chemistry and Chemical Engineering at universities such as UCL, Imperial College, Cambridge and Newcastle.



# COMPUTER SCIENCE

OCR | H446

Computer Science is a subject where pupils can apply the academic principles learned in the classroom to real world systems. It's an intensely creative subject that combines invention and excitement with theoretical understanding and expertise.

The course encourages pupils to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It will provide insight into, and experience of, how computer systems work, stimulating learners' curiosity and encouraging them to engage with computer science in their everyday lives and to make informed choices about further study or career choices.

## THE COURSE

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The aims of this qualification are to encourage pupils to develop an understanding of, and ability to apply, the fundamental principles and concepts of Computer Science. These include: an understanding of abstraction, decomposition, logic, algorithms and data representation; the ability to analyse problems in computational terms through practical experience, including designing, developing and writing programs; the capacity to think creatively, innovatively, analytically, logically and critically; the capacity to see relationships between different aspects of Computer Science; and the application of mathematical skills.

## ASSESSMENTS

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- **Paper 1 - Computer Systems**  
40% (2 hrs, 30 minutes) 140 marks written paper (no calculators allowed)
- **Paper 2 - Algorithms and Programming**  
40% (2 hrs, 30 minutes) 140 marks written paper (no calculators allowed)
- **Paper 3 - Programming Project**  
20% 70 marks
- **NEA (Non-exam assessment) – Programming Project**  
20% 70 marks

## BEYOND THE COURSE

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Computer Science pupils can expect to have a whole range of career pathways open to them including: Software Engineer or Specialist, Web Designer or Developer, IT Consultant/Trainer, Computer Analyst, Networking Specialist, Application Analyst/Developer, Web Content Manager, and Games Designer/Developer.

These are just a selection of possible career paths in a broadly diverse field, but Computer Science also provides vital skills for many other University courses and careers, such as data modelling, project planning, problem decomposition and algorithmic thinking.



# DRAMA

OCR | H059 / H459

This course requires pupils to study, explore and interpret performance texts to support their understanding and knowledge, and to aid them in demonstrating their analytical and evaluative skills. Pupils will study five performance texts through practical workshop sessions. Pupils will also be required to attend, and be able to evaluate in written form, at least one piece of live theatre.

## THE COURSE

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Pupils can choose a route through the course and will be assessed as either a performer or as a designer in the non examined components. The designer options of lighting, sound, set, and costume have their own marking criteria and specification requirements, ensuring pupils are well supported in taking these options and are credited for the skills needed for their chosen discipline. Designers will create artefacts of their design ideas and demonstrate their skills in a live performance.

Modules include Practitioners in Practice, Exploring and Performing Texts and Deconstructing Texts for Performance.

## ASSESSMENTS

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- **Performance 1**  
40% (15 - 20 mins) (2,500 word portfolio + 2,000 word research report on two theatre practitioners)
- **Performance 2**  
20% (15 - 45 mins) (Concept document)
- **Paper 1 - Analysing Performance**  
20% (2 hrs 15 mins)
- **Paper 2 - Deconstructing Texts for Performance**  
20% (1 hr 45 mins)

## BEYOND THE COURSE

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University statistics show Drama graduates have one of the highest employment rates. This is because the subject develops self confidence and produces well-rounded, articulate people who can adapt their behaviour and feel comfortable in any situation.

Drama courses are highly competitive to get onto at university, but recent St George's leavers have succeeded in winning places to study Drama and Applied Theatre at St Mary's University in Twickenham, Stage Management at Rose Bruford in Sidcup, Musical Theatre at Guildford School of Acting and Mountview Academy of Theatre Arts, and English and Drama at Goldsmiths.



# ECONOMICS

PEARSON EDEXCEL | 9ECO

This course explores both National and Global economic systems and is split into two broad fields of study: Microeconomics (the functioning of markets and market failure) and Macroeconomics (the operation of national and global economic systems). Economics is a relevant and important subject of study and vital to most decisions that are made in society.

**GOOD  
TO KNOW...**

*A minimum of a grade 7 at GCSE Mathematics will be required for any girls considering Economics.*

## THE COURSE

This course enables pupils to: analyse economic models and be able to predict outcomes of economic change, analyse economic data to determine behaviour in markets, understand the role Government intervention plays to correct market failures and assess the impact of global institutions such as the IMF and World Bank on an economy. Finally, pupils will explore issues in global economics such as poverty and inequality, emerging and developing nations and the impact of Brexit.

Modules include The UK Economy, Business Behaviour and the Labour Market. Pupils will need at least a grade 7 in GCSE Mathematics. An enthusiasm and interest in current affairs is important alongside effective written and verbal communication skills. A willingness to take part in discussions is essential.

## ASSESSMENTS

- **Paper 1 - Markets and Business Behaviour**  
35% (2 hrs)
- **Paper 2 - The National and Global Economy**  
35% (2 hrs)
- **Paper 3 - Microeconomics and Macroeconomics**  
30% (2 hrs)

## BEYOND THE COURSE

The knowledge and skills developed on the course are valuable in any future career. An understanding of Economics and how economies work enables pupils to comprehend the world around them. The subject is highly regarded by universities and pupils go on to a wide range of careers including roles in Finance, Accounting, Insurance, Management and the Public Sector.



# ENGLISH LITERATURE

PEARSON EDEXCEL | 9ET0

To study English Literature at A Level is to become familiar with some of the great, imaginative literary works of the recent and not-so-recent past; and it might be argued that to study English Literature is, in a sense, to study humanity. This course is perfect for students who enjoy reading independently and are confident discussing their ideas and interpretations of texts.

## THE COURSE

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This course enables pupils to not only learn to love reading for its own sake, but also improves their understanding of the great riches of the English language. Pupils will gain the confidence and competence to be able to interpret any literature which they might encounter in later life.

Modules and studied texts include:

*A Streetcar Named Desire*, *The Handmaid's Tale*, *Frankenstein*, *Othello* and a range of poetry.

## ASSESSMENTS

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- **Paper 1 - Drama (Shakespeare and other Drama)**  
30% (2 hrs 15 mins)
- **Paper 2 - Prose (includes at least one pre-1900 text)**  
20% (1 hr 15 minutes)
- **Paper 3 - Poetry (Contemporary Poetry and English Romantic Verse)**  
30% (2 hrs 15 mins)
- **Coursework**  
20% (2,500 – 3,000 words)

## BEYOND THE COURSE

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English Literature is an arts subject which, at A Level and later at university, combines well with almost any other subject. It is also highly regarded for its academic rigour, and can lead to careers in all sorts of areas, from Law, Journalism, Teaching and Publishing, to Marketing, Acting, Politics and Copywriting – in fact, any field of activity which demands a mastery of the written word.

**GOOD  
TO KNOW...**

A grade 6 in GCSE English Literature is required for any girl considering this subject



# FINE ART

AQA ADVANCED GCE IN FINE ART | 3690

The main purpose of this course is to develop pupils' ability to appreciate and respond to the visual world in a personal and creative way. The varied skills pupils will develop are determined by the areas of study chosen. Areas available, in any combination, are: drawing, painting, printmaking and sculpture. Life drawing is a compulsory part of the course.

## THE COURSE

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Pupils are encouraged to look closely at the works of artists, craft workers and designers across times and cultures. This enables pupils to develop a greater understanding of the times, places and societies in which art, craft and design has been produced and helps them to recognise the diverse social, religious, political and personal ends which it serves. It also contributes to the development of their critical and appreciative powers and to the acquisition of a suitable vocabulary with which to talk about art. Success at this level of study requires determination and dedication.

This course will enable pupils to develop transferable skills which are essential to whatever they go on to do afterwards. Most importantly, communication is integral to the study of Art, while information and communications technology, improving independent learning and performance, working with others and problem solving are also targeted.

## ASSESSMENTS

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- **Personal Investigation**  
60% (Portfolio)
- **Examination**  
40% (15 hrs)

## BEYOND THE COURSE

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There are many careers in visual arts and design including product design, graphic communication, illustration, art auctioneer, advertising, architecture or museum curating. Most pupils wishing to study further will go on to do a one year 'foundation' course at an art college before applying for an undergraduate degree course in a more specialist area of art and design.

# FRENCH

PEARSON EDEXCEL | 9FR0

Pupils have the opportunity to discover different aspects of the French-speaking world, including its language, literature, film and culture.

**A minimum of a grade 6 at GCSE French is required for any girls considering this subject.**

## THE COURSE

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This is a well-rounded and motivating course which will enable pupils to develop an advanced knowledge and understanding of the French language, the culture of France and other Francophone countries, as well as practical and valuable language and transferable study skills.

Topics covered include changes in French society (family, education, work), Art and Political culture (music, media, freedom of speech, festivals and traditions), immigration and the French multicultural society (impact of immigration, the far-right political party), History (French Occupation, the Vichy Regime and the Resistance). Pupils will also study the novel, *No et moi* by Delphine de Vigan and the film *La Haine* by Mathieu Kassovitz.

Ideally, pupils should be good linguists with a desire to improve their fluency, an enthusiasm to learn about different cultures and to communicate.

## ASSESSMENTS

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- **Paper 1 - Listening, Reading and Translation**  
40% (1 hr 45 mins)
- **Paper 2 - Writing and Translating into French**  
30% (1 hr 40 mins)
- **Oral**  
30% (between 21 and 23 minutes, which includes a single period of 5 minutes formal preparation time)

## BEYOND THE COURSE

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By studying a modern foreign language, a variety of degree courses are open to you. Most universities offer a wide range of combined courses with languages; for instance: History and French, Psychology and French, or more business-oriented courses alongside a new language. On the other hand, of course, if you wish to specialise in languages then it is ideal to be able to offer one or even two languages at A Level. There are a huge number of possibilities at university, with a year abroad often included in the courses. A language will additionally raise your profile in the job market.



# GEOGRAPHY

OCR | H481

Pupils will learn about physical and human environments as well as carrying out an independent geographical investigation based on the course content. These three components will be formally assessed. Pupils will develop geographical skills, the fourth component, throughout the course. Lessons will be taught with varied and interesting activities, and pupils will work independently and with their peers.

Fieldwork and data collection is a requirement of the course and so the pupils will attend a residential trip in the summer of the Lower Sixth, which comes at an additional cost.

## GOOD TO KNOW...

*A minimum of a grade 6 at GCSE Geography is recommended for any girls considering this subject.*

## THE COURSE

This course encourages pupils to: develop their knowledge of locations, places, processes and environments at all geographical scales, from local to global; to recognise and be able to analyse the complexity of people-environment interactions, and appreciate how these underpin understanding of some of the key issues facing the world today. Finally, pupils will learn to apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork.

Topics covered include human rights, hazardous earth and disease dilemmas.

Ideally, pupils should have studied GCSE Geography as the course will build on skills already gained. That said, if you have a love for Geography and have not studied it before, we are happy to discuss the course with you.

## ASSESSMENTS

- **Paper 1 - Physical Systems**  
22% (1 hr 30 mins)
- **Paper 2 - Human Interactions**  
22% (1 hr 30 mins)
- **Paper 3 - Geographical Debates**  
36% (2 hrs 30 mins)
- **Geographical Fieldwork Investigation**  
20% (3,000 - 4,000 words)

## BEYOND THE COURSE

Geography has been listed amongst the facilitating subjects in a guide produced by the Russell Group universities. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, Geography is one of the most relevant courses you could choose to study. Geographers are also highly employable.

# HISTORY

PEARSON EDEXCEL | 9HI0

The History course engages pupils from the outset with such topics as the fight for Civil Rights in the USA as well as debating the impact of the Reagan Presidency. During the Sixth Form, pupils are able to visit the USA to enrich their understanding of American History and Politics as well as experiencing university life, lectures and libraries perhaps for the first time.

## THE COURSE

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This course encourages pupils to develop their interest in, and enthusiasm for, History. The course is deliberately varied in topic to ensure pupils gain an understanding of different identities within society today as well as to be able to think independently and to reach well-reasoned and supported conclusions. They also learn to write coherently and present arguments effectively both orally and on paper which will serve them well in the future. Pupils need an interest in History and a desire to learn more and expand their mind.

Topics covered include The Wall Street Crash, Martin Luther King and Malcolm X and The Red Scares of 1920s and 1950s, as well as the impact of the Reagan Presidency; the fight for independence in India and Gandhi's role in that, Rebellion and disorder under the Tudors.

## ASSESSMENTS

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- **Paper 1 - In search of the American Dream (1917-1996)**  
30% (2 hrs 15 mins)
- **Paper 2 - India: The road to independence (1914-1948)**  
20% (1 hr 30 mins)
- **Paper 3 - Rebellion and Disorder under the Tudors (1485-1603)**  
30% (2 hrs 15 mins)
- **Coursework**  
20% (3,000 - 4,000 word essay)

## BEYOND THE COURSE

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History is a popular and well-respected subject at university. It develops not only a wide knowledge and understanding of why the world and its peoples came to be as they are today, but also a range of transferable skills which are vital in the workplace, such as analytical and research skills as well as creative problem solving skills.

Recent St George's leavers have gone on to study History at Oxford, Durham, Edinburgh, Warwick and Cardiff, History and Politics at York, History and Spanish, and History and International Relations at Exeter, and History and History of Art at Edinburgh.



# HISTORY OF ART

PEARSON EDEXCEL | 9HT0

During this course, pupils will study works of art and architecture as well as the social, political and even psychological factors that have stimulated their production. The History of Art Department organises visits to London galleries and residential trips in the UK and in Europe every year to enrich pupils understanding of different artistic periods and to gain first hand experience of diverse artistic techniques.

## THE COURSE

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This course encourages pupils to develop visual language and analytical skills, as well as a broad understanding of world civilisations and their artistic output. Pupils will also study a selection of topics in greater detail, including the themes of 'Identities' and 'Nature', as well as two focused period studies on the Renaissance in Italy (1420-1520) and Modernism in Europe (1900-1939).

The course covers a diverse range of artists and architects from across time and the globe.

## ASSESSMENTS

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- **Paper 1 - Visual Analysis and Themes**  
50% (3 hrs)
- **Paper 2 - Period Studies**  
50% (3 hrs)

## BEYOND THE COURSE

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History of Art would suit pupils intending to study a wide range of subjects at university, including English, History, Philosophy, Classics, Sociology, Media and History of Art itself. The subject would also support any pupil wishing to study the creative arts such as Design, Fine Art, Fashion, Photography and Textiles.

The knowledge and skills developed in History of Art can lead to a variety of careers including Gallery and Museum Curatorship, Conservation, Design, the Fashion industry or roles within auction houses as well as more diverse options such as Writing, Marketing, and Business.

# MATHEMATICS

PEARSON EDEXCEL | 8MA0 (AS LEVEL) / 9MA0 (A LEVEL)

We live in a highly complex technical world and any post-16 Mathematics qualification is highly valued by universities and employers as it develops analytical and problem solving skills. Mathematics is an absorbing and fascinating subject and this becomes more evident as you gain a real in-depth understanding of the concepts in this course.

*Please be aware that the AS Mathematics qualification is separate from A Level and will not count towards it. Pupils will be re-examined on AS content in the A Level examinations.*

## THE COURSE

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This course builds on the knowledge and skills acquired at GCSE and aims to encourage pupils to reason, interpret and communicate mathematically both within pure mathematics and in a variety of contexts. By the end of the course, pupils will understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study or employment.

## ASSESSMENTS

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### AS LEVEL

- **Paper 1 - Pure Mathematics 1**  
62.5% (2 hrs)
- **Paper 2 - Statistics and Mechanics**  
37.5% (1 hr 15 mins)

### A LEVEL

- **Paper 1 - Pure Mathematics 1**  
33.33% (2 hrs)
- **Paper 2 - Pure Mathematics 2**  
33.33% (2 hrs)
- **Paper 3 - Statistics and Mechanics**  
33.33% (2 hrs)

## BEYOND THE COURSE

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What subjects does Mathematics go with? All of them! There is no subject that is not complemented by Mathematics. Subjects such as Physics, Chemistry, Biology, Geography and Economics are all greatly enhanced by following this subject at A Level. You will be at a considerable advantage if you wish to take any course that involves the study of statistical data such as Business, Medicine, Economics and Geography.

**GOOD  
TO KNOW...**

A minimum of a grade 6 at GCSE Mathematics is required for any girls considering this subject.



# FURTHER MATHEMATICS

PEARSON EDEXCEL | 8FM0 (AS LEVEL) / 9FM0 (A LEVEL)

If you are thinking of doing Mathematics at university or a highly mathematical course (such as Engineering, Finance, Chemistry or Physics), you will be at a considerable advantage if you do AS Level or A Level Further Mathematics.

*Please be aware that the AS Further Mathematics award is separate from A Level and will not count towards it. Pupils will be re-examined on AS content in the A Level examinations.*

**GOOD  
TO KNOW...**

A minimum of a grade 8 at GCSE Mathematics, or equivalent, is required for any girls considering this subject.

## THE COURSE

Further Mathematics is an AS or A level qualification which both extends and deepens your knowledge and understanding beyond the standard A Level. As well as learning about new areas of pure mathematics you will study further applications of mathematics in statistics and decision mathematics.

### A LEVEL

- **Paper 1 - Core Pure Mathematics 1**  
25% (1 hr 30 mins)
- **Paper 2 - Core Pure Mathematics 2**  
25% (1 hr 30 mins)
- **Paper 3 - Further Statistic 1**  
25% (1 hr 30 mins)
- **Paper 4 - Decision Mathematics**  
25% (1 hr 30 mins)

## BEYOND THE COURSE

Further Mathematics has always been associated with pupils wishing to read Mathematics or Engineering at university, but is rapidly becoming desirable or necessary for those wishing to study any form of Finance, Economics or Science at the top universities. It is recognised by all further education institutions as a very reliable indicator of the problem solving capabilities of the pupils taking it at AS or A Level, and employers also recognise it as not only a good indicator of mathematical ability, but of character traits relating to hard work and dedication to completing tasks, all very desirable in prospective employees.

## ASSESSMENTS

### AS LEVEL

- **Core Pure Mathematics**  
50% (1 hr 40 mins)
- **Paper 2 - Statistics and Decision**  
50% (1 hr 40 mins)

# MUSIC

PEARSON EDEXCEL | 9MU0

This course investigates, analyses and evaluates Music and its features. Pupils will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group.

## THE COURSE

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Pupils are encouraged to take a more holistic view of their knowledge, performance and compositional skills. Ideally, pupils should be confident performers, able to play or sing at Grade 5 level by Year 11 (with the potential for Grades 6, 7 and 8 in the Sixth Form) and have an interest in, or flair for, composition. That said, if you have a love for music, this is the subject for you.

### GOOD TO KNOW...

You should be able to play or sing at Grade 5 level by Year 11 to take this course

## ASSESSMENTS

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- **Performance - Recorded Public Performance (solo or ensemble)**  
30% (8 mins minimum)
- **Composition - Two Compositions totalling six minutes minimum**  
30% (6 mins minimum)
- **Paper 1 - Set and Unfamiliar Works**  
40% (2 hrs)

## BEYOND THE COURSE

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This subject displays balance in your academic studies and shows you as a pupil with all-round skills and attainment. The content of the course provides a smooth progression to higher education. It allows pupils to develop their knowledge and musical skills, enabling them to progress into undergraduate music or music related degree courses.



# PHOTOGRAPHY

## AQA ADVANCED GCE IN PHOTOGRAPHY |7206|

This course develops the pupil's ability to appreciate and respond to the visual world in a personal, critical and creative way. Pupils will be introduced to a variety of experiences, exploring a range of photographic media, techniques and processes.

### THE COURSE

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The skills gained in this course will be varied, but pupils will be expected to develop a knowledge and understanding of SLR cameras, light, film types, viewpoints, composition and depth of field. It will also be possible to study the moving image. Digital and physical manipulation of photography is taught. There are a number of technical Photoshop lessons in order for pupils to develop these skills. Pupils will also develop a specialist vocabulary and understanding of the place of photography in history and in contemporary society.

This is a new subject to most pupils, so no previous experience in photography is necessary. The pupil should, however, have a strong interest in creating and understanding photographic images and the determination to develop that interest. Pupils must employ imaginative approaches which go beyond mere observation and recording. Photography includes artwork in film, video and digital imaging.

### ASSESSMENTS

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- **Personal Investigation**  
60% (Portfolio)
- **Examination**  
40% (15 hrs)

### BEYOND THE COURSE

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This course will enable pupils to develop key skills in team work, creativity and problem solving. In particular, communication is integral to the study of photography. Other key skills include use of information and communications technology, improving your own learning and performance, working with others and problem solving.

# PHYSICAL EDUCATION

OCR | H555

Physical Education is the study of human movement, performance and behaviour in relation to sport and exercise. It takes a multi-disciplinary approach encouraging the development of a range of methods. The course aims to provide greater knowledge, insight, analysis and understanding of human performances.

## THE COURSE

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Pupils will engage and learn about the physiological and psychological factors affecting performance and the socio cultural issues in sport and physical activity. The course content addresses contemporary topics in sport, such as the impact in the use of ergogenic aids, technology and the increasing commercialisation of sport as well as theoretical understanding of biomechanics, physiology, sports psychology and skill acquisition.

The specification gives pupils the opportunity to show their understanding through the evaluation and analysis of competitive performance as well as demonstrate their sporting talent as either a performer or coach.

In order to score positively in the practical performance component, we strongly recommend that you are performing at a minimum of club level, involving weekly training and competition

## ASSESSMENTS

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- **Paper 1 - Physiological factors affecting Performance**  
30% (2 hrs)
- **Paper 2 - Psychological factors affecting Performance**  
20% (1 hr)
- **Paper 3 - Socio-cultural issues in Physical Activity and Sports**  
20% (1 hr)
- **Practical Performance**  
15%
- **Evaluating and Analysing Performance for Improvement (EAPI)**  
15%

## BEYOND THE COURSE

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Physical Education is a broad study area that can complement a variety of other subjects, such as Biology and Psychology, making it a highly compatible choice. It is well regarded as an A Level subject when applying to read different fields of study and could lead you towards numerous university courses in sporting disciplines, including, Sports Management, Sports Science, Sports Psychology, Teacher Training and Physiotherapy. It provides huge benefits and interest to girls with a sporting background wishing to pursue their chosen sport to a higher level beyond school.



# PHYSICS

AQA | 7408

Studying Physics will give pupils a wonderful insight into how all things work. Pupils will study the structure of the atom in terms of quarks and leptons and learn about the Large Hadron Collider.

## THE COURSE

In this course pupils will learn about waves, including progressive waves, interference and diffraction. Pupils will find out more about force and energy in the context of collisions and explosions, circular motion and oscillations, electric, gravitational and magnetic fields, thermal physics and nuclear energy. Taking this course will enable pupils to understand this new world in which we live and help make sound and informed decisions. The course will appeal to all those who have a fascination for the workings of the world.

Modules include:

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further Mechanics and Thermal Physics
- 6.1 Periodic Motion
- 6.2 Thermal Physics
7. Fields and their consequences
8. Nuclear Physics
9. Astrophysics

## REQUIRED SUBJECTS

Pupils will need at least a grade 6 in GCSE Physics or in Combined (Trilogy) Science and a grade 6 in Mathematics.

## ASSESSMENTS

- **Paper 1 - Topics 1 to 5 and 6.1**  
34% (2 hrs)
- **Paper 2 - Topics 6.2 to 8**  
34% (2 hrs)
- **Paper 3 - Topic 9, Practical Skills, Data Analysis and Astrophysics**  
32% (2 hrs)
- **Practical Endorsement**

## BEYOND THE COURSE

Physics provides qualification for entry into many courses, and most university courses regard Physics as a requirement for Engineering degrees. Physics graduates have skills that are in high demand in diverse sectors. These include skills relating to numeracy, problem-solving, data analysis and the communication of complex ideas, as well as a wider understanding of how the world works, on a scientific and human level.

Recent St George's pupils have gone on to study Civil Engineering at Manchester University and Electrical Engineering at Nottingham University. In 2016, a pupil won a place to study Engineering at the Georgia Institute of Technology in Atlanta, USA.

# POLITICS

PEARSON EDEXCEL | 9PLO

The Politics course helps pupils to develop knowledge and understanding of the role politics plays in relation to current local, national, and global issues, as well as studying key thinkers and political ideas. Pupils are able to visit the Westminster Parliament and the US Congress to enhance their understanding of the political systems.

## THE COURSE

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This course encourages pupils to develop a critical awareness of the nature of politics locally, nationally and globally. Pupils acquire knowledge of the political structures in the UK and the USA as well as potential changes to them. They consider and debate various issues including what constitutes a democracy, the rights and responsibilities of citizens today and the effects of increased national security on freedoms, as well as exploring the three traditional political ideas of conservatism, liberalism and socialism.

Pupils need to be interested in gaining an understanding of what is happening in the world and to be ready and willing to consider other points of view both in debate and in their writing. They learn the valuable skill of being able to present arguments in a balanced and an articulate way.

## ASSESSMENTS

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- **Paper 1 - UK Politics**  
33.3% (2 hrs)
- **Paper 2 - UK Government**  
33.3% (2 hrs)
- **Paper 3 - Comparative Politics**  
33.3% (2 hrs)

## BEYOND THE COURSE

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Politics is a popular choice at university level, with the number of applications increasing every year. Universities offer a broad range of option modules from Political Theory to Politics in the Developing World as well as International Relations. It can lead to a diverse range of careers such as Journalism, Law, Political Researcher, Civil Service and Political Analyst. Recent leavers have gone on to study Politics and/or International Relations at Durham, Exeter and Nottingham universities.



# PSYCHOLOGY

PEARSON EDEXCEL | 9PS0

Psychology is the scientific study of the mind and human behaviour. Psychologists observe and conduct experiments to find out more about the way people behave and interact. They try to understand what motivates, challenges or changes us and use this understanding to help us tackle personal and social problems.

## THE COURSE

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In the Lower Sixth, pupils will study the foundations of Psychology, which focus on the areas that have underpinned modern psychological understanding. In the Upper Sixth, pupils will study clinical psychology and criminological psychology to learn how our understanding of the subject is applied today. The third course component is psychological research skills and methods.

This course encourages pupils to: develop essential knowledge and understanding of different areas of the subject and how they relate to each other, to develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods, to develop competence and confidence in a variety of practical, mathematical and problem-solving skills, to appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

## ASSESSMENTS

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- **Paper 1 - Foundations in Psychology**  
35% (2 hrs)
- **Paper 2 - Application in Psychology**  
35% (2 hrs)
- **Paper 3 - Psychological Skills**  
30% (2 hrs)

## BEYOND THE COURSE

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Psychologists will develop transferable skills, such as cognitive and communication skills, which support study in a wide range of subjects at university and the transition to employment.

The development and application of Mathematical skills, including quantitative and analytical analysis, and forming and testing hypotheses, prepare pupils for the study of Psychology and related courses at university. Recent St George's leavers have studied Psychology at Durham, Loughborough, York, Nottingham, Exeter, Westminster and UCL.

# RELIGIOUS STUDIES

OCR | H573

Ever since humankind started to think, asking questions has been a fundamental part of our development. In the 21st century, religion, philosophy and ethics address the eternal human questions about the nature of the universe, human existence and what is right or wrong. The aim of A Level study is to develop and adopt an enquiring, critical and reflective approach to the study of religion and relate knowledge to the wider world.

## THE COURSE

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This course enables pupils to develop their own values, opinions and attitudes and a lateral approach to thinking. It seeks to ask the fundamental questions of life which impact upon humanity and helps pupils to develop their own beliefs and values. Furthermore, it prepares girls to become full and active members of our modern, multicultural society by promoting a respectful tolerance. In addition, this subject exposes pupils to the ideas of the greatest thinkers our world has ever known and encourages them to develop a critical view of them.

The philosophy of religion course commences with the Ancient Greek philosophers, Plato and Aristotle. We evaluate their understandings of reality before crucially addressing arguments for the existence of God. Subsequently, we then consider philosophical matters such as the problem of evil, life after death and the nature of language. Ethical debates surround the question of what it means to be good. We consider whether ethical decisions should be made based on consequences or by following rules. These considerations are then related to contemporary ethical debates, such as business ethics. The developments topics look

at how attitudes have changed. For example, we consider how attitudes towards women and gender have developed throughout the past centuries. Lessons are lively, supportive and they often involve critical discussions and debates.

## ASSESSMENTS

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- **Paper 1 - Philosophy of Religion**  
33.3% (2 hrs)
- **Paper 2 - Religion and Ethics**  
33.3% (2 hrs)
- **Paper 3 - Development in Religious Thoughts**  
33.3% (2 hrs)

## BEYOND THE COURSE

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It is often said that Religion, Philosophy and Ethics has underwritten the whole of western civilisation. This makes it a broad based subject which is compatible with a wide variety of other courses. It also makes the subject popular with further educational establishments and future employers, who recognise the value, breadth and depth of Religion, Philosophy and Ethics.

# SPANISH

PEARSON EDEXCEL | 9SP0

Pupils have the opportunity to discover different aspects of the Spanish-speaking world such as current trends and issues, and its artistic culture and customs. Over the two-year course, pupils study a Spanish film and a play. Whilst developing further speaking, listening, reading and writing competency, pupils will also learn to research and investigate topics that interest them.

**A minimum of a grade 6 at GCSE Spanish is required for any girls considering this subject.**

## THE COURSE

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This is a well-rounded course which is designed to enable pupils to: develop their skills to become better communicators, problem solvers and flexible thinkers; study some of the literature and films of the Hispanic world and learn more about its life and culture; express their views on a wide range of current issues; research topics and develop presentation and essay writing skills. By the end of the course, pupils will find they have learnt much more than a language.

Topics covered include changes in Spanish society (family, work and tourism), Art and Political culture of the Spanish speaking world (music, media, festivals and traditions), immigration and the Spanish multicultural society (impact of immigration, public and political opinion on immigration), History (the Spanish civil war, the Spanish dictatorship and the transition to democracy) Pupils will study the play, *Bodas de Sangre* by Federico García Lorca and the film *Volver* by Pedro Almodóvar. Ideally, pupils should be good linguists with a desire to improve their fluency, an enthusiasm to learn about different cultures and to communicate.

## ASSESSMENTS

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- **Paper 1 - Listening, Reading and Translation**  
40% (1 hr 45 mins)
- **Paper 2 - Writing and Translating into Spanish**  
30% (1 hr 40 mins)
- **Oral**  
30% (between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time)

## BEYOND THE COURSE

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By studying a Modern Foreign Language, a wide range of degree courses are open to you. Most universities offer a wide range of combined courses with languages; for instance: History and Spanish; Psychology and Spanish; or more business oriented courses alongside a new language. On the other hand, of course, if you wish to specialise in languages then it is ideal to be able to offer one or even two languages at A Level. There are a huge number of possibilities at university, with a year abroad often included in the courses and, of course, a language will could potentially raise your profile in the job market.



# TEXTILES

PEARSON EDEXCEL | 9TE0

Textile design involves the creation, selection and manipulation of textiles across a variety of practices. Contemporary practice brings together different features of textile disciplines, often embracing both traditional and contemporary technologies.

## THE COURSE

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This course will require independent work allowing personal creations. Disciplines include constructed textiles, dyed textiles, printed textiles, fine art textiles and fashion textiles. Pupils will be required to work in one or more of these disciplines.

Research into the work of textile artists and fashion designers will be significant and there will be opportunities to visit galleries. Work is presented in sketchbooks and work boards, resulting in a number of exciting and innovative outcomes. The tools used in textiles are wide-ranging, encompassing traditional hand crafts and computer-aided technology.

Pupils who wish to study Textiles need an understanding of the basic elements of art: colour, tone, form and texture, as well as some understanding of the place of art, craft and design in the world, its history and purpose. Above all, they should have an interest in creating art and be determined to investigate and explore.

## ASSESSMENTS

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- **Personal Investigation**  
60% (Portfolio)
- **Examination**  
40% (15 hrs)

## BEYOND THE COURSE

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This course is suitable for pupils who wish to undertake further studies in Art and Design, usually at Art college, and for those who wish to pursue a career for which an art background is relevant, for example Fabric Developers, Fashion Design, Theatre, Makeup Design, Fashion Buying and Exhibition work.

## USEFUL INFORMATION

### CONTACT DETAILS

Admissions and Scholarships  
[admissions@stgeorges-ascot.org.uk](mailto:admissions@stgeorges-ascot.org.uk)

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St George's School  
 Wells Lane  
 Ascot  
 Berkshire  
 SL5 7DZ

## FIND US

### BY CAR

We are located on Wells Lane, just off Ascot High Street. The School postcode is SL5 7DZ. If using satellite navigation the best postcode to use, for guidance to our main entrance, is SL5 7DY.

### BY TRAIN

There are frequent direct trains to Ascot from Reading (around 50 minutes) and London Waterloo (around 45 minutes). Ascot Station is a 15 minute walk from St George's.

### BY AIR

Heathrow Airport is just 20 minutes from St George's by car.





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