Loreto Grammar School

Catholic Sixth Form

THE SUNDAY TIMES
SCHOOLS GUIDE 2025
STATE SECONDARY SCHOOL OF THE YEAR NORTH WEST

"An inspirational place to be"

Sixth Form Prospectus 2026

Contents Page

3	A Message from Mrs Beever
4 - 5	An Introduction to the Sixth Form from Mr Newman
6	Sixth Form Charter
7	Loreto Chaplaincy and Values
8 - 9	Art and Design
10 - 11	Biology
12 - 13	Business
14 - 15	Chemistry
16 - 17	Classical Civilisation
18 - 19	Computer Science
20 - 21	Drama and Theatre
22 - 23	Economics
24 - 25	English Language
26 - 27	English Literature
28 - 29	Geography
30 - 31	History
32 - 33	Latin
34	Mathematics
35	Further Mathematics
36 - 37	Modern Foreign Languages
38 - 39	Music
40 - 41	Philosophy, Ethics and Theology
42 - 43	Physics
44 - 45	Politics
46 - 47	Product Design
48	Psychology
49	Sociology
50	Enrichment
51	The Library and Careers
52	High Achievers and Widening Participation
53	16-19 Bursary
54 - 55	Destinations
56 - 57	Admissions 2026
58 - 59	Join us! - How to Apply

Welcome to the Sixth Form at Loreto Grammar School

A Message from Mrs Beever

Welcome to the Sixth Form experience at Loreto Grammar School. As students and parents, I am sure that you will find the following brochure a useful aide as you consider post-16 options. You can be assured that our longstanding experience as an outstanding provider in this field informs all our choices and decisions. Our work is carried out with the students' best interest at heart.

We are confident that the academic provision at Loreto is excellent; this is supported by our most recent Ofsted inspection in September 2022 which graded the Sixth Form as 'Outstanding'. Our results are consistently excellent and in 2025 we were delighted to be acknowledged as the Sunday Times state school of the year from the North West. We offer nearly 30 different Specifications at A Level and most students will follow three courses to A Level. Many choose to pursue EPQ studies and there is also an opportunity to follow a rich and varied enrichment programme across the two years. Excellent relationships are the hallmark of post 16 studies and Loreto staff provide a high degree of personal input to support students in their chosen courses. In addition, we offer a wide range of extra-curricular activities which serve to enrich the Sixth Form experience. We have a highly experienced Sixth Form team ably led by Mr. T Newman Director of Sixth Form, Year Coordinator Mr G Feely, Dr G Schofield as Senior Tutor with responsibility for UCAS supported by our Sixth Form Administrator, Mrs C Sumner.

I am delighted that the majority of current Loreto students choose to stay here for their post-16 studies and each year we welcome many students into the Sixth Form from other establishments.

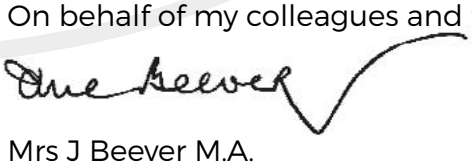
Our academic successes rank us highly at national levels and girls go on to enjoy fulfilling studies or training beyond school. A Loreto education seeks to ensure the most fulfilling and rounded experience for those who chose to study with us.

The values which Mary Ward came to see as the foundation of a life of service - freedom, justice, sincerity, truth, joy and internationality - are the basis upon which our Sixth Form rests, and in Years 12 and 13 at Loreto these are the qualities that students are encouraged to develop. I think you will be surprised at how modern, how relevant, how supportive of today's lifestyle the beliefs of Mary Ward are. Her belief in enthusiasm, her desire for a whole-hearted approach to whatever we undertake - "I will do these things with love and freedom or leave them alone" is a message worth holding onto in a world that can often lack hope. Her belief in the power of young women to achieve highly and be in charge of their own destinies is summed up in her conviction that there should be "No half measures—no half women"!

Mary Ward was inspired by God to accept the Constitutions of the Jesuits, whose founder was St Ignatius of Loyola, for her Institute. Ignatian spirituality, therefore, is part of the heritage of our Loreto schools. The following words of the Jesuits sum up what we would hope for those who emerge from our Sixth Form:

"Those who graduate from our secondary schools should have acquired, in ways proportional to their age and maturity, a way of life that is in itself a proclamation of the charity of Christ, of the faith that comes from him and leads back to him, and of that justice which he announced…We are dealing with human beings who are in constant growth…they will, throughout their lives, be affected by all of those forces through which they will influence the world…For this reason, perhaps even more important than the formation that we give them is the capacity and concern to continue their own formation…It is important to learn; but it is much more important to learn how to learn, to desire to go on learning all through life".

On behalf of my colleagues and the current Sixth Formers, I look forward to meeting you.



Mrs J Beever M.A.

An Introduction to the Sixth Form

A message from Mr Newman, Director of Sixth Form

Welcome to Loreto Grammar School Sixth Form. It gives me great pleasure and pride to introduce our Sixth Form to you, and I trust that this prospectus offers you a flavour of life here. I hope that you will find, as I have, that this is a remarkable community to be a part of. We offer outstanding teaching and learning, pastoral support to accompany you into adulthood and exciting enrichments aimed to educate the whole person and allow each of your gifts and talents to be discovered and unleashed.

At Loreto we offer a truly rich and liberating curriculum which provides a perfect springboard to university and life beyond Loreto. It consists of four elements:

The Totality of the Sixth Form Curriculum			
1. Taught Curriculum	2. Additional Learning	3. Enrichment	4. Extracurricular and Student Leadership.

Taught Curriculum: The general pattern of study is three subjects, with some candidates pursuing four. At Loreto, we regularly review our offer and will design our option blocks once all applications have been received. This means we can usually accommodate everyone's chosen pathway.

Our A Level results are outstanding, and students make excellent progress over the two years of Sixth Form with 50% of grades at A*-A and 80% A*-B in 2025. Staff are rigorous in their academic approach, expecting high standards and leading students on to become independent learners and enabling them to flourish. The most important factor for us, as a school, is that all our teachers are passionate experts in their subjects and genuinely care for every student they teach.

The vast majority of our Year 13 students go on to university, either to study a traditional degree or as part of a degree level apprenticeship, with over two thirds entering the Russell Group of higher educational establishments, including Oxford and Cambridge and Ivy League institutions. Those who do opt for employment post-18 have little difficulty acquiring the kind of position they desire, and students have been successful on very competitive school-leavers' programmes such as those at BP, Rolls Royce and the Civil Service. The most important factor in any decision about the future of our students' rests upon what is best for each individual.

Additional Learning: Our newly developed Form Period, 'Out into the World', presented by Form Tutors and external speakers, covers many areas of Sixth Form life as well as preparing students for independent living. This is backed up by our Careers Department and Connexions advisor service who ensure enough time is given for students to reflect and prepare for the next age and stage of life after Sixth Form.

Loreto Grammar Sixth Form is a Catholic community in which all the sixth formers take part; students have daily opportunities to develop their faith through prayer, religious assemblies, Masses and the through following the Aletheia Programme. We do not expect applicants to the Sixth Form to be Catholic, but we do expect them to support the Catholic ethos of the school. Our values are centred in God, rooted in gospel values and derive from the vision of Mary Ward and in this spirit, we challenge the students to adopt a wholehearted and determined approach to pursuing their goals, contributing and improving the world around them.

“Pupils, including students in the Sixth Form, flourish here.” Ofsted 2022

As well as outstanding teaching and learning, we recognise and value the essential nature of the pastoral care of our students. Every girl will be part of a small tutor group, who will be there to support her throughout her time with us. Each student is with their form tutor for 30 minutes each day allowing genuine relationships of trust and understanding to be built. Students are also supported by their Year Co-ordinator and our chaplain who is always available to students. It is on these firm footings of outstanding pastoral care that excellent A Level achievement is built, helping each person on their own personal journey through life at Loreto.

Enrichment: Education of the whole person lies at the heart of being a student at Loreto Grammar School. We recognise the importance of enabling each girl to flourish and be the best that they can be. Enrichment is an essential aspect of this, with the opportunity to broaden their horizons through the Extended Project Qualification, work experience and a whole host of subject specific enrichment opportunities that range from sport and STEM projects to our MFL exchange programmes. In Year 13 we also run programmes to support students with personal finance and nutrition, to help with the preparation of each student for their next steps in life. All students have the option to undertake a range of enrichment courses on a Wednesday afternoon, including sport and cooking. To support Year 12 students who have not opted for A level Maths, but take a subject with a high numeracy content, we offer the Core Maths course. Our approach at Loreto is to meet the needs of the whole person – academic, pastoral and spiritual.

Extracurricular and Student Leadership: Sixth Form students at Loreto Grammar School are leaders of the school community and hold a range of responsibilities. A Senior Prefect Committee is led by the elected Head Girl and her Deputies, and the various representatives lead teams of students from Years 7-12. Year 12 students work as Form Prefects for Key Stage 3 forms and can train as mentors. We have an active and dynamic School Council and Sixth Form Subject Representatives work with Heads of Department and help to run extra-curricular clubs.

All these four elements of our curriculum are supported by superb facilities. These include our purpose built Sixth Form Centre, which houses ‘Café Loreto’, seminar room and common room. In addition, we have one further common room, and a dedicated workspace within our well-stocked library, excellent ICT provision, purpose-built netball and tennis courts and our beautiful chapel.

We try to ensure that a helpful and friendly relationship between staff and students makes Loreto a congenial place in which to study and in which to relax among friends. As a Loreto school, we are part of an international community of schools founded by Mary Ward everywhere from Australia and Mauritius to India as well as the UK and Ireland. As a Mary Ward school, we are also represented at the United Nations in New York.

I hope that these words have given you an insight into life at Loreto, but I believe that we are at our best when you see the school and meet the people who form our community, and I would encourage all prospective students to visit us to find out more; I look forward to meeting you

T. V. Newman

Mr Newman, Director of Sixth Form
Assistant Headteacher

Show yourself at all times glad and joyful – **Mary Ward**

Sixth Form Charter

What's On Offer

Our Sixth Form Charter has been developed to capture different aspects of life here at Loreto:

Broad and Balanced Taught Curriculum	● A wide range of Level 3 subjects including 26 A Levels ● Option to study up to four A Levels ● Further Mathematics
Academic Additional Learning	● Extended Project Qualification ● Core Mathematics ● Weekly Aletheia (General RE) lessons
Extended Co-Curricular, Loreto + and Trips	● A weekly Student Bulletin ● Gold Duke of Edinburgh ● NextGen Talks ● A plethora of Student Leadership opportunities ● Termly Sixth Form Socials ● Subject Based Trips and Enrichment ● Loreto and Ambrose Project ● Sixth Form Leadership Conference ● Wide range of lunchtime after school clubs, activities and societies ● External Speaker Programme with visitors presenting on a variety of topics and areas
Cultural Capital	● Weekly Current Affairs Quiz ● Cultural Celebrations e.g. Black History Month ● Strong Academic Outcomes ● High expectations of behaviour and dress ● Equal and Inclusive Values ● A rich and diverse music, drama and art offer ● A wide variety of extra-curricular opportunities ● Sixth Form Bursary and FSM support
Careers, Progression and Destinations	● Regular Future Pathways information and opportunities ● Work Experience Opportunities ● Speed Careers ● Bespoke UCAS support from beginning to end ● Student and Parental Engagement Events ● Apprenticeship, UCAS and Employer Events ● Careers Guidance and Advice and Online Careers Portal ● Alumni Network ● Widening Participation Schemes e.g. HE+ and Target Oxbridge and Sutton Trust ● Transition Support
Reading, Vocabulary and Oracy	● A well-resourced library with books to loan ● Subject reading lists ● Law Society ● Model United Nations ● Daily Tutor Time ● Class discussion and debate ● Student Assemblies and Student Leadership
Digital Learning	● A well-resourced library ● BYOD Scheme ● Microsoft Suite including Teams and Microsoft Functions
Personal Development/ RSHE and Mental Health	● A fortnightly Tutor Lesson, covering Life After Loreto, Mental Wellbeing, Financial Wellbeing, Future Pathways etc ● Regular topical subjects at DTT - e.g. Body Positivity Project, Drug and Alcohol Awareness ● Solidarity/celebration days (Hello Yellow)

Loreto Chaplaincy

Loreto Chaplaincy and Values

Chaplaincy at Loreto works within the "Vision, Values and Philosophy" statement of Loreto Education in England. Its role is defined as: "helping students to strengthen their relationship with God through prayer, liturgy and action and helping them reflect on their hopes and fears, dreams and gifts".

At the heart of the work of chaplaincy is care for the person and the belief that all our students and staff are created in the image and likeness of God. Our faith helps to nourish the needs of the community and provides the foundation for a loving and welcoming school where all lives and experiences can be shared in safe and affirming surroundings.

In Sixth Form, Chaplaincy offers students the opportunity to deepen and develop their faith including opportunities to become Eucharistic Ministers, Chaplaincy Reps, Sacristans as well as being able to take part in the Ambrose Project, Mini DASH and the Diocesan pilgrimage to Lourdes. All students will be enriched by daily prayer and weekly assemblies which follow the Liturgical Year and reflect the current needs of the world.

We hope that students embody our values of:

- **Truth:** Mindful of our Ignatian heritage, we introduce our students to a reflective way of thinking and living and encourage seekers of truth who will also search critically for answers to the great question of life.

- **Justice:** We encourage doers of justice who will stand with those on there the margins of life and become responsible global citizens and agents of social change, committed to building a better world. We invite our students to use their gifts and talents to make a difference both globally and locally and to be men and women of courage who will challenge those accepted notions and modes of society which are opposed to the values for which we stand.

- **Freedom:** We allow all the freedom to become their best selves and to take charge of their own lives and futures within a learning environment that celebrates diversity and nurtures independence of spirit.

- **Excellence:** We are ambitious for our students not just in the context of academic excellence but also in the context of human possibilities, and as educators we will stretch hearts as well as minds. We have an unremitting focus on excellence and set the highest standards of academic and personal achievement.

- **Internationality:** We are proud to be part of an international network of Loreto schools and colleges and we will play a full part in this network. We will continue to interpret and apply the international guidelines for Loreto Education within the context of England in the early 21st century.

- **Sincerity:** We develop relationships that are marked by a Christ-like respect and compassion and characterised by integrity and sincerity.

- **Joy:** Our schools and Colleges are joyful places where students enjoy their learning and flourish in a safe and healthy environment where the unique value of each individual is recognised and celebrated.

We look forward to supporting you in your faith journey here at Loreto, The Chaplaincy Team.

A Level Art and Design

About A Level Art and Design

Entry Requirements: A minimum grade 6 and above in Art and Design at GCSE.

Course Content:
The specification delivered at Loreto Grammar is the AQA A level specification for Art, Craft and Design. This broad-based course explores both practical and critical/ contextual work through a range of 2D and/or 3D processes. Students at A level produce work from a range of the following areas of study:

- Fine Art
- Textile Design
- Photography
- Graphic Communication
- Three-Dimensional Design

At the start of the course in Year 12 following the successful completion of the summer transition work, students will carry out a series of workshops exploring new techniques and processes. The selection of the workshops will be determined by the transition work carried out by the students. Once the workshop work and summer work have been assessed, the students will be allocated a lead teacher and from that point on, the students will work closely with them.

A-level is made up of 2 components.

	Component 1	Component 2
A Level (7201)	**Personal Investigation = 60%** ● Must cover at least 2 or more areas of study listed. Will also include a written element of 1,000-3,000 words.	**Externally Set Assignment = 40%** ● Preparatory time + 15hrs exam ● Exam issued in February ● Must cover one or more areas of study listed

Assessment:
Throughout the course the work is regularly assessed internally against the Assessment Objectives (AO's) which are set by AQA. The department provides the students with a time plan for the assessment deadlines to enable them to pace and plan their workload. These regular internal assessments are seen by the department as an 'additive process' and students are offered advice and guidance on how to improve and develop their work in readiness for the next internal assessment.

There are four Assessment objectives that the work is marked against:

Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Higher Education and Careers:

Students who want to pursue Art and Design to a higher level generally complete a one-year foundation course in Art and Design. This gives the individual the opportunity to experiment with a broader range of disciplines and experiences before deciding on a specific course at degree. However, attending a foundation course is not a prerequisite for being offered a place on a degree course. The Art and Design department provides support and advice with applications to Art College.

A career linked to Art and Design can be rich and varied. The following list acts as a snapshot. The skills that an Art and Design related degree provides, offer invaluable attributes that can be transferred into an infinite amount of job opportunities.

- Advertising
- Media related
- Architecture
- Art Director
- Art Historian
- Illustrator
- Printer
- Sculptor
- Photojournalist
- Set Designer
- Picture Editor
- Teaching
- Photographer
- Ceramicist
- Fashion
- Costume Designer
- Jeweller
- Website Designer
- Games designer

No half women, no half measures – **Mary Ward**

A Level Biology

About A Level Biology

Entry Requirements: Minimum Grade 6 in Combined Science or a grade 6 in GCSE Biology for separate scientists. We would also highly recommend a grade 6 in Mathematics as 10% of the marks at A Level require the use of level 2 (Higher tier) mathematical skills.

To be successful in Biology at this level, students embarking on this course should have a real interest in the subject. They will have to commit a substantial amount of time to homework and learning. Practical work is an integral part of the course and students must be fully involved in this aspect of the course at all levels.

Course Content:

At Loreto we teach the AQA Biology specification as we believe it offers a good grounding in a range of Biological Sciences, which enables students to progress to the widest range of further education courses. The course content is delivered by two specialist teaching staff in a total of 11 lessons per fortnight.

Year 1 – The specification covers the following four areas:

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

Year 2 – A Level Biology is a two year qualification which is examined on completion of the course. The specification covers the four topics listed above along with the four topics from Year 2:

5) Energy transfers in and between organisms
6) Organisms respond to changes in their internal and external environments
7) Genetics, Populations, Evolution and Ecosystems
8) Control of gene expression

Assessment:

Assessment is via three examination papers at the end of the two year course which are a mixture of short answer, long answer, comprehension, extended response questions and an essay. Practical skills and critical analysis of data are also examined in these papers.

Higher Education and Careers:

Biology is a versatile subject that complements many different subject combinations. Popular combinations include Biology taken with:

- Chemistry
- Physics
- Mathematics
- Geography
- Psychology

Such combinations can pave the way for careers in –

- Scientific Research
- Medicine/Dentistry
- Nursing
- Forensics
- Physiotherapy
- Biotechnology
- Environmental Science
- Biochemistry
- Food Science
- Sports Science
- Psychology
- Microbiology
- Teaching

Do good and do it well – **Mary Ward**

A Level Business

About A Level Business

Entry Requirements: No specific requirements beyond the standard entry requirements.

Students who have studied Business at GCSE will find a natural advantage in terms of their knowledge base, but new students should not be put off by this as we do give a firm foundation to those joining the subject in Year 12. It is recommended the students should have a grade 7 at GCSE Mathematics.

Course Content:
In this ever-changing world, there has never been a more exciting time to become a business student. Whether it be discussing the implications of the cost of living crisis for UK consumers and businesses or assessing the risk of Apple introducing a new product into their expansive range, our classrooms are always filled with enthusiasm and a zest for learning.

A Level Business allows students to find out how businesses are managed and the factors that influence their ability to be successful. Areas of study include marketing, human resources, finance and operations management, leadership and management, as well as strategy and global business.

Students of this course will study business in a variety of contexts (for example, large/small, UK focused/global, service/manufacturing) and consider:

- The importance of the context of business in relation to decision making
- The interrelated nature of business activities and how they affect competitiveness
- The competitive environment and the markets in which businesses operate
- The influences on functional decisions and plans including ethical and environmental issues
- How technology is changing the way decisions are made and how businesses operate and compete
- The use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

Strategic decision making:
The study of strategic decision making should build on the study of decision making in the functional areas. Students should consider:

- The impact of technology on strategic decision making
- The influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions
- The difficulties in forecasting future trends
- The importance of assessing feasibility and risk when making strategic decisions
- The impact on stakeholders of strategic decisions and their response to such decisions.

The course is broken down into ten topic areas:

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance
7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

Assessment:

Students must sit three assessments at the end of the second year. All three papers are written exams worth 33⅓% of A-level and cover all of the topics above.

There are a range of questions across the 3 papers including:

- Multiple choice questions
- Calculations and data response questions
- Short answer questions
- Essay questions based on a case study

Students will have regular assessment in class and through homework. They will have end of topic assessments throughout the two year programme, as well as two sets of mock examinations.

Higher Educations and Careers:

Business A Level provides a firm foundation for students who are looking to go to university to study business, management, events management, economics or international relations. It encourages students to think strategically and about how decisions may affect not only businesses, but the wider world around them. This is an invaluable skill which many employers would be looking for when students are going into the world of employment. It is expected that students take an interest in current affairs since business benefits from what is happening every day in the world around us. Students should be naturally interested in the topic and are expected to read a from quality news source on a weekly basis.

Strive more to merit the praise and love of others than to receive it – **Mary Ward**

A Level Chemistry

About A Level Chemistry

Entry Requirements: Minimum Grade 6 in Combined Science or a grade 6 in GCSE Chemistry for separate scientists. We would also highly recommend a grade 6 in Mathematics as much of the content at A Level requires the use of higher tier and complex mathematical skills.

To be successful in Chemistry at this level, students embarking on this course should have a real interest in the subject. They will have to commit a substantial amount of time to homework and independent learning. Practical work is an integral part of the course and students will need to demonstrate that they are competent in a wide range of practical skills over the two-year course to be awarded the practical competence part of the A Level. We would encourage students choosing A Level Chemistry to do so in conjunction with A Level Biology, Mathematics or Physics.

Course Content:
Chemistry is the study of atoms and molecules, both naturally occurring and synthetic. It is rooted in the understanding of chemical and physical phenomena observed during chemical reactions.

At A Level the topics studied include atomic structure, bonding, quantitative chemistry, in depth organic chemistry, the rate and extent of chemical reactions, thermodynamics, acids and bases, structure determination and the detailed study of the properties and chemistry of a wide variety of elements and compounds.

The course will be delivered by two specialist teachers who will between them teach eleven periods per fortnight.

Assessment:
There will be three written examinations:

Paper 1 - Physical Chemistry, Inorganic Chemistry and some practical skills. 2 hour written examination. - 105 marks = 35% of A Level.

Paper 2 - Further Physical Chemistry, Organic Chemistry and some practical skills. 2 hour written examination. - 105 marks = 35% of A Level.

Paper 3 - Synoptic (any topics can be tested). 2 hour written examination. Written questions based on any aspect of the practical work covered. This exam also includes 30 multiple choice questions based on any course content - 90 marks = 30% of A Level.

Features of the Course:
Students are expected to complete the extensive transition work before starting in Year 12 to ensure that no matter what their educational background, they are prepared for the demands of the course.

Lessons are delivered in specialised laboratories. The course is sequenced to allow topics to be re-visited and further developed as the course progresses. Practical work underpins much of the understanding and course content.

Students are also encouraged to develop their ICT proficiency in a variety of ways, for example, making presentations of their research, becoming proficient using Microsoft Excel and using data logging equipment.

It is also an expectation in the course that students develop their independent learning skills. If available, students will be given the opportunity to attend external Royal Society of Chemistry lectures and take part in the chemistry Olympiad and the Cambridge lower sixth challenge.

Higher Education and Careers:

A Level Chemistry is an acceptable qualification for virtually all degree courses and shows a commitment to learning and application of understanding that is second to none. Chemistry is often called 'The Central Science' because of its role connecting the physical sciences with the life sciences and applied sciences. Chemistry can often be required as an A-Level for degree courses that may not seem to be chemistry centred.

The British chemical industry is the UK's biggest manufacturing sector and the UK's number one export earner. Consequently, there are a very wide range of opportunities for graduates of chemistry.

Industries relying directly on the technical training of Chemists

- Pharmaceutical
- Agrochemical
- Biotechnology
- Perfumes and Cosmetics
- Textiles and Dyes
- Paints
- Petrochemicals
- Nanatechnology
- Metallurgy
- Polymers (Plastics)
- Materials Science
- Semi-conductors
- Photographic
- Biomaterials

Careers in science relying on the general scientific training of Chemists:

- Forensic Science
- Medicine
- Nuclear Fuels
- Scientific Civil Service
- Health and Safety
- Environmental Protection
- Scientific Journalism
- Scientific Publishing
- Teaching
- Patent Law

Careers related to the numeracy, analytical and problem solving skills of chemistry graduates:

- Accountancy
- Investment Banking
- Law
- Marketing
- Information Technology
- Management Consultancy
- Actuarial/Insurance
- Personnel
- Sales

A Level Classical Civilisation

About A Level Classical Civilisation

Entry Requirements:

No previous knowledge of the classical world is required for entry and knowledge of Latin forms no part of the course. A grade 6 in Classical Civilisation at GCSE does provide some foundation for further study but is not a requirement. If, however you:

- Enjoy great literature;
- Are fascinated by the past;
- Are a willing participant in lively discussion and debate;
- Want to consider in depth many of the moral, philosophical and social problems of the classical world and today;
- Are able to undertake individual research;

Then Classical Civilisation is the right course for you!

Course Content and Assessment:

Course Content	Assessment
The world of the hero This is a **compulsory** component comprising of an in-depth study of: **one of** Homer's **Iliad or Odyssey and** Virgil's **Aeneid**	**The World of the hero (H408/11)** 100 Marks 2 hour 20 minutes paper
Component Group 2: Culture and the arts Learners must study **one** component in this component group, chosen from: Greek theatre (21) Imperial image (22) Invention of the barbarian (23)	**Culture and the arts (H408/21, H408/22, H408/23, H408/24)** 75 Marks 1 hour 45 minutes paper
Component Group 3: Beliefs and ideas Learners must study **one** component in this component group, chosen from: Greek religion (31) Love and relationships (32) Politics of the Late Republic (33) Democracy and the Athenians (34)	**Beliefs and ideas (H408/31, H408/32, H408/33, H408/34)** 75 Marks 1 hour 45 minutes paper

Examinations: There is one examination for each unit, with all examinations completed at the end of the year of study. Students will complete examination style questions throughout the year in order to prepare for their examination and to develop their writing style and technique.

Delivery:
Teaching of the course will be divided equally between two teachers. Discussion, debate, reading and acting form the basis of many lessons along with research, note taking and essay writing. Knowledge of factual detail is of central importance, and the skills of explanation, evaluation and analysis are developed throughout the courses

Special Features:
Summer Schools in Classics are promoted and students are usually offered the opportunity to see productions of Greek Drama and visit the British Museum. The course allows students to develop Key Skills in communication, working with others, problem solving and individual learning and performance. Students are encouraged to develop a personal response to the topics as well as to research areas of interest to expand their knowledge.

Higher Education and Careers:
Classical Civilisation combines well with a wide range of other courses, particularly English Language and Literature, History, Theology, Theatre Studies, Sociology, and provides a good balance of skills if studying sciences. Several recent students have gone to study Classical Civilisation at university and Classics graduates are highly regarded by employers. The subject gives an excellent grounding for a wide range of careers: Law, Teaching, Accountancy, and Business Management - you would be amazed at the number of high powered executives who are Classicists.

A Level Computer Science

About A Level Computer Science

Entry Requirements: A minimum grade 6 in GCSE Maths.

Course Content:
Students will follow the OCR A-level Computer Science course.

The OCR Computer Science specification truly reflects the essence of Computer Science. It is recognised by Higher Education as a rigorous scientific subject and reveals the subject to be a fundamental, academic discipline underpinning other subjects.

Assessment objective 1	Assessment objective 2	Assessment objective 3

• Structure and Function of Processor
• Types of Processor
• Input, Output and storage
• Systems Software
• Software Development
• Types of Programming Language
• Compression, Encryption and Hashing
• Databases
• Networks
• Web Technologies
• Data Types
• Data Structures
• Boolean Algebra
• Computing Related Legislation
• Ethic, moral and cultural issues
	• Thinking Abstractly
	• Thinking Ahead
	• Thinking Procedurally
	• Thinking Logically
	• Thinking Concurrently
	• Programming Techniques
	• Computation Methods
	• Algorithms
		• Analysis of the problem
		  ◦ Problem identification
		  ◦ Stakeholders
		  ◦ Research the problem
		  ◦ Specify the proposed solution
		• Design of the solution
		  ◦ Decompose the problem
		  ◦ Describe the solution
		  ◦ Describe the approach to testing
		• Developing the solution
		  ◦ Iterative development process
		  ◦ Testing to inform development
		• Evaluation
		  ◦ Testing to inform evaluation
		  ◦ Success of the solution
		  ◦ Describe the final product
		  ◦ Maintenance and development

There is no such difference between men and women... as we have seen by example of many saints who have done great things – **Mary Ward**

Assessment:

Paper 1 – 40% of A-Level – 2 ½ hour on-screen examination
Paper 2 – 40% of A-Level – 2 ½ hour written examination
Project – 20% of A-Level – practical project

Non-exam assessment allows you to use the knowledge and skills gained through the course to solve a practical problem of interest over an extended period.

Higher Educations and Careers:

Computer Science is a subject which is becoming more and more central to every type of business.

A good foundation in Computer Science will enable students to follow one of a wide variety of career paths. Well qualified and skilled programmers are in great demand.

The course is also an excellent preparation if students want to study or work in areas that rely on the skills they will develop, especially where they are applied to technical problems. These areas include engineering, design, financial and resource management, science and medicine.

Having a Computer Science qualification will provide students with a foundation of knowledge, problem solving and logical thinking that will serve as a competitive advantage to them in a wide range of careers.

Many universities are now having a strong push to recruit more students on Computer Science courses. It also is an excellent foundation for a degree in many other subjects, including Physics, Maths, Engineering, Biology, Economics and Finance.

Future opportunities in computing are without boundaries. Computer Science is one of those fields where it is almost impossible to predict what will happen next.

A Level Drama and Theatre

About A Level Drama and Theatre

Entry Requirements: A minimum grade 6 in GCSE Drama. (Students would still be able to take this subject if they were unable to do GCSE Drama but they should have some experience in Performing Arts outside school.)

Course Content:

Component 1: Drama and Theatre

What is assessed:

- Knowledge and understanding of drama and theatre
- Study of two set plays
- Analysis and evaluation of the work of live theatre makers

How it is assessed:

- Written Exam 3 hours
- Open book
- 80 marks
- 40% of A Level

Component 2: Creating Original Drama

What is assessed:

- Process of creating devised drama
- Performance of devised drama

Devised piece must be influenced by the work and methodologies of one prescribed practitioner.

How it is assessed –

- Working notebook (40 marks)
- Devised performance (20 marks)
- 60 marks in total
- 30% of A Level

Component 3: Making Theatre

- Practical exploration and interpretation of three extracts each taken from a different play
- Methodology of a prescribed practitioner must be applied to extract 3
- Extract 3 is to be performed as a final assessed piece
- Reflective report analysing and evaluation theatrical interpretation of all three extracts

How it is assessed –

- Performance of extract 3 (40 marks)
- Reflective report (20 marks)
- 60 marks in total
- 30% of A Level
- Marked by external examiner

Higher Educations and Careers:

Careers directly related to Drama - Arts/theatre administration, arts journalism, director, actor, designer, playwright, stage management, theatre management, theatrical agent, technician, broadcasting, media presenting, education, drama therapy and scriptwriting.

However the communication and presentation skills, co-operative team work, problem solving, creative thinking, literacy, planning and organization skills acquired through drama are becoming increasingly sought after by employers and universities. This subject can add an exciting and interesting dynamic to any higher education application that sets students apart from the majority.

A Level Economics

About A Level Economics

Entry Requirements: No specific requirements beyond the standard entry requirements. It is a direct entry A Level and no previous experience is required. However, as a social science, the subject does require confidence in both extended written tasks and numerical and mathematical work. It is recommended the students should have a grade 6 at GCSE Mathematics.

Course Content:
How do rational consumers make their decisions in the market place? We live in a world of scarce resources, yet we have infinite wants and desires – so how do we choose which of us gets what?

Why does a Premiership footballer get tens of millions for kicking a ball while a fire-fighter earns £20,000 for saving lives in burning buildings?

Somehow, we must decide how, for what, and for whom these resources will be used. This is the economic problem, without which the field of economics would not exist. When economists begin philosophising about a world without scarcity, they cease to be economists and become philosophers. So, we must decide which of us gets what. Economics investigates how this may work.

If you are interested in current affairs and world issues, then Economics is for you. It is an ideal choice for A Level, both in its own right, and as a complementary subject to all other areas, as it can be applied in such a wide variety of ways.

Economics is a fascinating and fast moving subject, based firmly in the real world. Economic topics are heading the front pages of our newspapers more often than at any point in the past two decades. Key economic decisions are having far reaching consequences in our lives, down to individual households.

To this end, it is expected that students are interested in current affairs since economic theory can be seen at work every day in the world around us. Students should be naturally interested in the topic and are expected to read a quality newspaper regularly or watch serious news bulletins or websites.

Course Content:
The course is broken down into two sections which cover the following topics:
Individuals, firms, markets and market failure:-

1. Economic methodology and the economic problem
2. Individual economic decision making
3. Price determination in a competitive market
4. Production, costs and revenue

5. Perfect competition, imperfectly competitive markets and monopoly
6. The labour market
7. The distribution of income and wealth: poverty and inequality
8. The market mechanism, market failure and government intervention in markets

The national and international economy:-

9. The measurement of macroeconomic performance
10. How the macro economy works: the circular flow of income, AD/AS analysis, and related concepts
11. Economic performance
12. Financial markets and monetary policy
13. Fiscal policy and supply-side policies
14. The international economy

Assessment

Students must sit three assessments at the end of the second year. All three papers are written exams worth 33⅓% of A-level and cover Topics 1-14 above. Paper 1 will be based on Topics 1-8 and Paper 2 will be based on Topics 9-14. Both have two sections:

- Section A: Data response questions requiring written answers, choice of one from two contexts worth 40 marks
- Section B: Essay questions requiring written answers, choice of one from three worth 40 marks

Paper 3 will assess all topics and has the following two sections:

- Section A: Multiple choice questions worth 30 marks
- Section B: Case study questions requiring written answers, worth 50 marks

Higher Educations and Careers:

- In a typical year, there are over 200 000 job adverts in the UK that are economics-related
- Other large employers of graduate economists include Amazon (750+ annually), Sky (460+ annually), AstraZeneca (330+ annually) and Shell (240+ annually)
- The NHS is the largest graduate employer of those with economics skills, recruiting nearly 6 000 economics-related graduates every year
- Accountancy
- Journalism
- Civil Service
- Stockbroker
- Consultancy
- Banking and Finance

A Level English Language

About A Level English Language

Entry Requirements: A minimum grade 6 in GCSE English Language.

If, in addition you:

- are interested in the way that language works in the world around us;
- would like to consider issues of language diversity and change;
- find the way that children acquire language fascinating;
- enjoy producing your own original work;
- enjoy lively discussion and debate;
- are able to engage in independent research;

then this may well be the course for you!

Course Content and Assessment:

Specification – AQA

A Level Paper 1: Language, the Individual and Society – This is an introduction to language study generally and involves learning how to apply linguistic methods to a wide variety of different types of text. Concepts of mode, genre, purpose, audience and representation are explored. The second part of this paper requires students to study child language development and explores how children learn language and are able to understand and express themselves through it.

A Level Paper 2: Language Diversity and Change – Language is studied in its wider social and geographical context. This includes a study of social attitudes to and debates about language diversity. Areas studied include: language and gender, language and occupational groups, language and social groups, language and ethnicity. This paper also looks at how language changes over time. The way in which and reasons why language has changed and continues to change are explored, as are debates surrounding that language change.

In addition, the course has a non-exam assessment component: Language in Action. This centres around the production of a piece of original writing and commentary, and language investigation totalling 3,500 words.

English Language is a vibrant and lively course which is entirely relevant to the modern world and which complements a wide variety of other courses including: Sociology, Psychology and English Literature.

Higher Educations and Careers:
Studying English Language at A Level opens many doors. It is particularly pertinent to any career in which communication plays a key role. Such careers are wide-ranging and might include, for example, those in the media, in law, in teaching, in speech therapy.

The Spirit of God is not ill-mannered but teaches all courtesy – **Mary Ward**

A Level English Literature

About A Level English Literature

Entry Requirements: A minimum Grade 6 in GCSE English Language or Literature.

You should also enjoy the cut and thrust of debate; the perplexities posed by the intriguing 'big' questions. Indeed, by studying Literature you study Philosophy, History, Art, Theology, Psychology...so many branches of learning. You will travel through time and through worlds, hearing the finest voices along the way and you will come to understand that your own voice must also be heard.

Course Content:
In Year 12: **Modern times: literature from 1945 to present day**. You will study three texts including one post-2000 prose text, one single authored collection of poetry and a modern drama text as well as preparing for the unseen prose section of the examination.

In Year 13: **Love through the ages**. You will study one Shakespeare play, a poetry anthology and one prose text as well as preparing for the unseen poetry section of the examination.

There is further a non-examination element. You will produce a piece of coursework of approximately 2500 words in which you will compare two texts one of which is chosen independently.

Assessment:
- In Year 13 there are two examinations: **Paper 1: Love through the ages: 3 hours**. You will answer three questions, one extract-based question and two essay questions and **Paper 2: Modern times: literature from 1945 to present day: 2 hours 30 minutes**. You will answer three essay questions.
- The non-exam assessment is worth 20% of the overall A Level marks.

Higher Education and Careers:

The study of English Literature at university can lead to careers in the media, publishing, teaching, management and the business world. In studying English Literature A Level, you will become a good communicator; you will write well, presenting your ideas lucidly; you will confidently participate in discussion, considering and challenging a range of possible interpretations. Acquiring these skills would be beneficial for a range of career opportunities. It is a highly esteemed, traditional subject that complements many other subjects you may wish to study at A Level.

What Students Say About Our Subject:

- "English Literature has improved my essay writing which is great for other subjects."
- "English Literature has given me the critical and analytical skills that no other subject has."
- "English Literature is fantastic: you get to read lots of really interesting and varied texts, finding out lots about the context in which texts were written."

'She ate and drank the precious words,
Her spirit grew robust,
She knew no more that she was poor,
Nor that her frame was dust,
She danced along the dingy days,
And this bequest of wings,
Was but a book, what liberty,
A loosened spirit brings!'

Emily Dickinson

Our greatness and strength consist not in the favour of princes and great personages, but in that we have free and open access to God, from whom all greatness and strength come – **Mary Ward**

A Level Geography

About A Level Geography

Entry Requirements: A minimum grade 6 in GCSE Geography.

Much of the subject content links directly to and builds on the GCSE, allowing the candidates to expand upon knowledge and understanding as well as explore new skills.

Course Content:
Geography is a diverse subject that covers issues relevant to our world today. The course embraces contemporary Geography whilst retaining key elements of traditional Physical and Human Geography. The subject content follows an 'issues and impacts' approach throughout. It has a developmental structure which helps to facilitate progression through the course and beyond to link with the demands of higher level study.

Paper 1
Physical Geography
Section A: Water and carbon cycles
Section B: Coastal systems and landscapes
Section C: Hazards

Paper 2
Human Geography
Section A: Global systems and global governance
Section B: Changing places
Section C: Contemporary urban environments

Component 3
Fieldwork investigation

Assessment:
There are two examinations each lasting 2 hours 30 minutes, separately covering the physical and human aspects of the subject. The examination will comprise short answer, levels of response and extended prose questions. The examinations reflect 80% of the final mark.

The remaining 20% of the final mark is derived from an individual investigation, which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. The examination board recommends that the report is between 3,000 and 4,000 words. There are several field work opportunities throughout the course including a residential. All students are required to attend these excursions.

Higher Educations and Careers:

Geography is highly valued by universities as an A Level choice. The Russell Group report published in 2011 names Geography as one of the eight facilitating subjects. This is a subject most likely to be required or preferred for entry to degree courses and choosing facilitating subjects will keep more options open to you at university.

Geography combines well with both arts and science subjects. You may already be thinking ahead to potential university and career choices, so it is worth bearing in mind that geography is a broad based subject and the skills you use in your geographical studies make you of potential interest to a wide range of employers. For example, for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change, geography is an obvious choice.

For careers in the world of business, an understanding of global economics forms an important part of geography. If you are thinking of a career in law, human rights, international relations or welfare then geography gives you the opportunity to consider relevant issues such as; How do we measure development? What are the consequences of migration on societies?

If you are working towards a future course in Medicine or Veterinary Science, then geography is a good choice to give your A Level options the breadth that universities seek, as you will gain a clear understanding of how the environment affects health and survival of people, animals and ecosystems as well as enhancing your skills of writing essays and extended reports.

Statistics show that compared with other graduates, geographers are among the most employable. Many of those leaving university with a geography degree enter three fields of employment: administration and management, marketing or financial work. However, in an ever changing world it is less likely that employees will spend all their life in one company or organisation. If your career path is to be varied, you will need to develop transferable skills. Geography fosters these qualities and provides a firm base for life-long learning.

I am assured that God will help me and mine wherever we are – **Mary Ward**

A Level History

About A Level History

Entry Requirements: A minimum grade 6 at GCSE History, if taken, or a grade 6 in English Language if not.

Course Content and Assessment:

Module 1: Tsarist and Communist Russia, 1855-1964 (40% of A Level)
In this module, you will learn how and why Russia transformed from a gigantic yet 'backwards' autocratic Empire, through revolution and civil war, to the dictatorship of Josef Stalin in the 20th century. The Russian Revolution of 1917 was undoubtedly one of the most significant events of the 20th century; we will consider why it happened, looking at the roles of key players from Nicholas II to Vladimir Lenin to the 'mad monk' Rasputin. We will analyse the consequences of the revolution for the Russian people and see how far they really did, in the words of Marx, have 'nothing to lose but their chains.'

Module 2 – The English Revolution, 1625-1660 (40% of A Level)
Within the space of a few years in the seventeenth century, Britain was ripped apart by a rebellion in which people believed the world was being 'turn'd upside down.' As King Charles I and his opponents grappled over the right to rule, there was an eruption of radical ideas among the people: voting rights, equality, freedom of religion, all advocated centuries before they became enshrined in law. We will study the complex characters of this time period. Was Charles a 'martyr', or the 'man of blood' who wreaked death and destruction on his people? We also study the deeply controversial Oliver Cromwell, whose reputation is still explosive even to this day.

Coursework – The Civil Rights Movement in the USA, 1860-1970 (20% of A Level)
For your coursework, you will look at the issue of civil rights in the USA during the century from the emancipation of the enslaved Africans to the assassination of Martin Luther King. How far were African-Americans able to rebel against the powerful forces of segregation and injustice? How far do the felled heroes of the movement - King and John F. Kennedy - really deserve their golden reputations? Did Malcolm X really achieve 'nothing'? We also consider the often-forgotten role of women in the movement as we seek to uncover how (and how far) African-Americans finally won their rights as citizens.

Higher Educations and Careers:
Study for a History degree and you'll gain a wealth of skills like critical reasoning, research and analytical thinking. It's a challenging academic subject, and employers regularly see a lot of value in it.

Gaining such a flexible degree will open opportunities in the arts and heritage sector like curatorial or archivist roles. But it doesn't end there. Such a highly sort after and academically rigorous degree opens you up to career paths in law, medicine, education, government, media, policy, marketing or business, to name but a few. History graduates are valued by a wide range of employers and organisations including heritage organisations, museums and libraries. Other typical employers include banks, accountancy firms, charities, publishing companies, television and radio broadcasters.

I saw Him evidently and very clearly go into my heart and by little and little hide Himself – **Mary Ward**

A Level Latin

About A Level Latin

Entry Requirements: A minimum Grade 6 in GCSE Latin to study this subject at A Level.

If you enjoyed developing your linguistic skills in Latin (and English) at GCSE level and want to discover more about the ancient world through Roman Literature, then this is the course for you.

Course Content and Assessment:

Assessment OCR	Course Content	
Unseen Translation (01) 100 marks 1 hour 45 minutes	**Section A:** Unseen prose translation (50 marks) **Section B:** Unseen verse translation and scanning of two lines of verse (50 marks)	33% of A Level
Prose Composition or Comprehension (02) 50 marks 1 hour 15 minutes	**Either:** (We would prepare students for this section) **Section A:** Comprehension on an unseen prose translation, including questions on grammar. **Or: Section B:** Prose composition from English into Latin	17% of A Level
Prose Literature (03) 75 marks 2 hours	Questions on the set texts covered, including a question which draws upon additional reading in English to support the prescribed literature. Answers will require extended writing on questions of content, style and social context.	25% of A Level
Verse Literature (04) 75 marks 2 hours	As above	25% of A Level

Set texts may include Cicero's Pro Milone, Tacitus's Annals or Seneca's Letters for the prose literature unit, and Virgil's Aeneid or poems by Catullus for the verse literature unit.

Higher Education and Careers:

Latin combines well with a wide range of other courses, especially Modern Foreign Languages, English and Mathematics and is very highly regarded by a variety of university courses. It also provides a good balance of skills whether studying arts or sciences. Students of Latin go on to study a range of subjects at university, from Classics to Law and Medicine. Classics graduates are highly regarded by employers and Classicists go on to pursue careers in Law, Business, Accountancy, Teaching, Journalism and Archaeology.

A Level Mathematics

About A Level Mathematics

Entry Requirements: Minimum grade 6 GCSE Maths.

Course Content:
Students will follow the AQA A level Mathematics course.

Maths is one of the biggest facilitating subjects and it is essential for many higher education courses and careers. AQA have worked closely with higher education to ensure this qualification gives the students the best possible chance to progress. It will enable students to see the links between different areas of maths and to apply their maths skills across all areas.

Pure Content:
Proof, Algebra and functions, Coordinate Geometry, Sequences and series, Trigonometry, Exponentials and logs, Differentiation, Integration, Numerical Methods

Mechanics Content:
Vectors, Mechanics, Kinematics, Forces, Newton's Laws, Momentum

Statistics Content:
Sampling, Data presentation and interpretation, Probability, Statistical distributions, Hypothesis testing.

Assessment:
A Level: Assessment consists of 3 papers, each 2 hours long. Each paper is worth 33 1/3% of the final mark.

Paper 1: All the Pure content
Paper 2: All the Pure content plus Mechanics
Paper 3: All the Pure content plus Statistics

Higher Educations and Careers:
A Level Mathematics is one of the most widely accepted and respected subject choices by universities and is likely to enhance your options rather than close them down. It is widely viewed as one of the most facilitating subjects you can select at A Level and compliments so many other subjects including Biology, Chemistry, Physics, Psychology, Economics and many more

A Level Mathematics provides students with a thorough grounding in the mathematical tools and techniques often needed in the workplace. The logic and reasoning skills developed by studying A Level Mathematics make sure the qualification is widely respected even in non-mathematical arenas.

Studying A Level Mathematics provides a foundation for many careers.

Where can A level Maths take you?

Engineering: Mechanical, Chemical, Civil.

Finance: Accountancy, Auditor, Forensic Accountant.

Computing: Games Developer, Programmer, Web Design. Scientific Research.

Business and Banking, Retail.

A Level Further Mathematics

About A Level Further Mathematics

Entry requirements: Minimum grade 7 in GCSE Mathematics.

Course Content:
Students will follow the AQA A Level Further Mathematics course.

AQA have worked closely with higher education to ensure this qualification gives the students the best possible chance to progress. It will enable students to see the links between different areas of maths and to apply their maths skills across all areas.

All students will study the Pure Mathematics content as well as Mechanics and Statistics.

Pure Content:
Proof, Complex Numbers, Matrices, Further Algebra and functions, Further Calculus, Further vectors, Polar Coordinates, Hyperbolic Functions, Differential Equations, Trigonometry, Coordinate Geometry

Assessment:
A Level: Assessment consists of 3 papers, each 2 hours long. Each paper is worth 33⅓% of the final mark.

Paper 1: All the Pure content
Paper 2: All the Pure content
Paper 3: Two from Statistics, Mechanics and Decision Maths

Higher Educations and Careers:
Studying both A-level Mathematics and A-level Further Mathematics provides a foundation for further studies in any Science or Mathematics-based course, including Physics, Engineering, Natural Sciences, Computer Science, Statistics and Actuarial Science.

What's the difference between Mathematics and Further Mathematics?
Mathematics A level is very often a means to a different end, whereas Further Mathematics is usually studied due to a love of the subject in its own right and for its own sake. The Further Mathematician would never ask the question "When am I ever going to use this in the real world", even though all of the Further mathematics content is certainly used in the real world.

O happy begun freedom, the beginning of all my good – **Mary Ward**

A Level Modern Foreign Languages French, German and Spanish

About A Level Modern Foreign Languages

Entry Requirements: Minimum grade 6 in the GCSE modern language you are taking for A Level.

The skills required are the same as for GCSE, but at a much more advanced level: high levels of competence in reading and listening comprehension, practical ability to communicate in the target language and via writing, and the ability to cope with fairly complex grammar. Good essay writing skills and an interest in the country whose language is to be studied are also highly desirable. The course book has an integral on-line electronic resource bank allowing for independent learning and revision, essential components to a successful approach. It is also desirable that the student visit the country whose language is being studied (either through school exchange or a private arrangement). All students are given the opportunity to attend extra-curricular events such as the school exchanges and lunchtime sessions.

Course Content:

Aspects of French/Spanish/German speaking society
Artistic culture in the French/Spanish/German speaking world

- Multiculturalism
- Aspects of political life
- Grammar
- The study of a novel in the target language

Assessment:

The Examining Board is AQA.

A Level - Paper 1 - Listening, Reading and Writing - 2 hour 30 examination – 50% of A Level
This paper is topic-based and assesses listening and reading skills via responses statements from both heard and written material. Written summaries in the target language and also translations of longer passages into the target language and English are also involved.

A Level - Paper 2 - Writing - 2 hour examination – 20% of A Level
This paper is topic-based and assesses Writing skills via 2 written essays based on the study of a text or film.

A Level - Paper 3 – Speaking - 21-23 minute examination – 30% of A Level
This paper is topic-based and assesses Speaking skills and consists of two parts: a short discussion based on a prepared stimulus card followed by a presentation and discussion on an individual research project.

Higher Educations and Careers:

Languages are a highly acceptable academic qualification in almost any sector. As well as being a useful skill in their own right for degree courses in languages, the arts, business, travel and tourism etc. they are also regarded as being extremely useful in conjunction with the sciences and/or maths and also law and international law.

Those only truly love who are wholly God's – **Mary Ward**

A Level Music

About A Level Music

Entry Requirements: Minimum of grade 6 at GCSE. Minimum performance standard is grade 5 or equivalent.

Course Content:

Component 1 – Appraising Music
Listening, analysis and contextual understanding.
Written exam: 2 hours 30 minutes. Exam paper includes listening and written questions using excerpts of music. 40% of the A Level.

Component 2 - Performance
Musical performance.
Solo and/or ensemble performing as an instrumentalist or singer. Performance must last a minimum of 10 minutes. Maximum marks for difficulty of pieces = grade 8 so ideal performance standard is grade 7/8. 35% of the A Level.

Component 3 - Composition
Each student must compose 2 compositions, one to a brief set by the Board and one free composition. Combined composition time must last a minimum of 4 ½ minutes. 25% of the A Level.

Evening concert/theatre trips will be arranged throughout the course as appropriate.

Higher Educations and Careers:
A Level Music is highly regarded by university admissions tutors, as it covers a wealth of academic and practical disciplines. A Music degree can obviously lead to a career as a professional in that field, but can also be used, just like any degree, as a qualification that does not relate directly to the career choice, e.g. Public Relations, Personnel Management, the Armed Forces etc.

Having completed A Level Music, our leavers recently went to university to study a diverse range of subjects including Music, Medicine, Law, Biomedical Sciences, Nursing, English and Engineering.

We should be as we appear and appear such as we are – **Mary Ward**

A Level Philosophy, Ethics and Theology

About A Level Philosophy, Ethics and Theology

Entry Requirements: A Grade 6 in GCSE Religious Studies is desirable.

Explore and discuss responses to ultimate questions and the crucial issues facing humanity. Do you have an interest in those ideas which underpin key themes in politics, law, medicine, education, human rights and religion? Are you competent in comprehension, interpretative, analytic and debating skills? You will be when you have studied with us. This course offers you an exciting opportunity to work at the interface between philosophy, ethics and developments in religious thought. We offer an engaging and academically rigorous preparation for a wide range of courses at degree level.

Course Content:
There are three components:

Philosophy of Religion
- Ancient philosophical influences
- Arguments for the existence or non-existence of God
- The problem of evil
- The nature of the soul, mind and body
- Religious experiences and the Nature of God

Religion and Ethics
- Normative ethical theories – Kantian Ethics, Utilitarianism and Situation ethics and more
- The application to contemporary issues – business, euthanasia and attitudes towards sex.
- Ethical language and thought
- Ideas of conscience and free will

Developments in Religious Thought
- Human nature and the purpose of life
- Pluralism in theology and society
- Gender in theology and society
- The challenge of and responses to secularism
- Liberation theology and Marxism

Each examination comprises of essays. There is no coursework.

Higher Educations and Careers:
The subject enables students to prepare for a variety of careers such as teaching, medicine, law, lecturer, literature, social work, the civil service and politics.

Lord, May that which seems impossible to me by natural means become possible by your grace – **Mary Ward**

A Level Physics

About A Level Physics

Entry Requirements: A minimum of attainment of Grade 6 at GCSE Physics or Combined Science

It is not necessary to study Mathematics at A-Level, but it is a distinct advantage to both subjects if you take them together.

No subject has a wider scale than Physics. It encompasses everything from the study of the structure of the Universe at the cosmological scale right down to the interactions of the tiniest particles. If you have a passion for understanding how things work, enjoy scientific experiments and Mathematics, and want to enhance your understanding of the world around you, then you should study Physics. Its concepts, from Relativity to Quantum Mechanics, fire the imagination and challenge fundamental preconceptions about the nature of reality.

Physics plays a major role in Medicine, Chemistry, Biology, Electronics, Geology, and in the fields of Optics, Nanotechnology, Computer Science and any Engineering discipline. The modern world is built upon technology that could not exist without the advances in understanding that Physics delivers.

A Physics A level never fails to look impressive on any CV. It demonstrates an ability to understand challenging concepts and to apply theoretical and mathematical models to real-world situations. A Physics education develops problem-solving skills and provides a firm knowledge of essential Science and the ability to apply and adapt that knowledge within the workplace.

Subject Content

Examination Board: AQA Syllabus A

1) **Measurements and their errors** – What can we measure and what are the limits of those measurements?
2) **Particles and Radiation** – Learn about the current model of matter: quarks, leptons, gauge bosons and how their exotic behaviour is governed by the laws of Quantum Mechanics.
3) **Waves** – From guitar strings to lasers, waves are everywhere. A firm understanding of their properties underpins both classical and modern Physics.
4) **Mechanics and Materials** – The fundamentals of Engineering: how forces govern static and moving objects, together with the effects of those forces on materials.
5) **Electricity** – Develop a better understanding of the nature of electric current and the electromotive force that drives it.
6) **Further Mechanics and Thermal Physics** – Swings and roundabouts to atoms and planets, plus a deeper understanding of the behaviour of heat and gases.
7) **Fields and their consequences** – Understanding the forces that bind the Universe together requires a knowledge of how gravitational, electrical and magnetic fields interact with matter.
8) **Nuclear physics** – How can we model the decay of atomic nuclei and how does drive stars and nuclear reactors?
9) **Astrophysics** – A tour around the Universe from local stars to distant galaxies.

Higher Education & Careers

The subject and the skills acquired are an asset when applying for a wide range of scientific and engineering courses and due to the wide-ranging skills you acquire it is viewed favourably by universities and employers.

It is the ideal subject for people interested in going into Engineering, Chemistry and Materials Science as well as being a well-respected A-level by non-Physics subjects at University.

Aside from the obvious Technical and Engineering careers, Physics opens doors to a wide range of professions: Medicine (e.g. Radiography, Nuclear Medicine), Law (such as Patent Attorneys), Creative Industries (like Sound Engineering and Digital Arts), Meteorology, Video Games Design and Programming, Defence and Aerospace, Financial Modelling and Banking, advisory and consultancy roles in local and national Government and international organisations – opportunities for Physicists are endless.

A Level Politics

About A Level Politics

Entry Requirements:
No specific GCSE requirements beyond the standard criteria.

Good essay writing skills are an advantage.

'May you live in interesting times' – (An ancient Chinese curse)

Do you have an opinion on Brexit? What do you think of recent American politics?

Politics is a dynamic subject. 'A week is a long time in politics' as Wilson is often quoted, today that could so easily be 'a day is a long time in politics'. So, although no prior knowledge is assumed, it is essential students have avid interest in Politics. We expect students of this subject to have lively enquiring minds, a liking for debate and argument and a willingness to develop their understanding of Politics via independent viewing and reading of suitable media. Students need to be good communicators with an ability to present a case clearly on paper including essay writing skills.

Course Content:
We follow the AQA Politics Syllabus.
A level course content: Each paper is a 2-hour examination at the end of Year 13

Examination Paper	Course Content
Paper 1: Government and Politics of the UK	Government: The nature and sources of the British Constitution; the structure and role of Parliament; The Prime Minister and Cabinet; The Judiciary; Devolution Politics of the UK: Democracy and participation; Elections and Referendums; Political parties; Pressure groups; The European Union
Paper 2: Government and Politics of the USA and Comparative Politics	Government and Politics of the USA: The constitutional framework of US government; Congress; The President; the Supreme Court; the Electoral Process and direct Democracy; Political Parties; Pressure Groups; Civil rights Comparative Politics: a structural, rational and cultural comparison of the politics of the UK and the USA
Paper 3: Political Ideas	Liberalism, Conservatism, Socialism and Feminism

Students learn to research ideas, collect evidence, find examples, analyse, challenge and reach conclusions. It is a dynamic course based on current events and controversies as well as basic institutions and theories of the political system and political ideologies. A Level Politics students have to be critical readers of the press. If possible, in addition they should use television and the Internet as sources of research. This is an A Level which relies on new technology as a tool.

Other activities that involve the students include a programme of lectures from visiting respected professors of politics and Members of Parliament, visits to the Houses of Parliament and Westminster. Many Politics students have participated in our Model United Nations programme – an excellent opportunity to develop their analytical and debating skills. We are also taking students to Washington DC and the White House to study the American Congress in 2025.

Higher Educations and Careers:

Many of our students are choosing to continue their study of Politics at University, some combining it with History, American Studies or Sociology. It is regarded as a useful training for Journalism, Law and Public Administration.

A Level Product Design: Design & Technology

About A Level Design & Technology: Product Design

Entry Requirements: A Minimum Grade 6 and above in Design & Technology and a minimum of Grade 5, recommended Grade 6, in Mathematics at GCSE.

Course Content:
The specification delivered at Loreto Grammar is the AQA A Level specification for Design & Technology: Product Design.

This course will require you to develop skills and understanding in both making and designing.

Making products involves working with a range of materials. Only by experiencing working with materials first- hand can you start to understand their properties and the ways in which those materials can be used for a variety of purposes. You will need to know different methods of working with materials in order to understand the right method of production for your product. 15% of your mark in the course is Maths based. It is advised that you study core Maths, alongside this course.

When designing, you will need to understand what the user or client requires, and then go on to provide them with a functional prototype, which can be tested so you and your user or client can judge how successful it is.

The course is divided into two main parts:
- Technical principles
- Designing and making principles

The A-level is made up of three components.

Assessment:

	Component 1	Component 2	Component 3
A Level (7552)	**Paper 1-Technical principles-** 2 hours and 30 minutes	**Paper 1 - Designing and making principles-** 1 hour and 30 minutes	**NEA (Non-examined assessment) project**
	Combined mark from the two exam papers, worth 50%		The NEA is worth 50% of your overall grade

Throughout the course the work is regularly assessed internally against the Assessment Objectives (AO's) which are set by AQA. The department provides the students with a time plan for the assessment deadlines to enable them to pace and plan their workload.

These regular internal assessments are seen by the department as an 'additive process' and students are offered advice and guidance on how to improve and develop their work in readiness for the next internal assessment.

There are three Assessment objectives that the NEA work is marked against:

Assessment objective 1	Assessment objective 2	Assessment objective 3
Identify, investigate and outline design possibilities to address needs and wants	Design and make prototypes that are fit for purpose	Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others. Wider issues in design and technology.

Higher Educations and Careers:

Students who want to pursue Design & Technology related courses to a higher level can complete a one-year foundation course. This gives the individual the opportunity to experiment with a broader range of disciplines and experiences before deciding on a specific course at degree. However, attending a foundation course is not a prerequisite for being offered a place on a degree course.

A career linked to Design or Technology can be rich and varied. The following list acts as a snapshot. The skills that related degree provides, offer invaluable attributes that can be transferred into an infinite amount of job opportunities.

- Advertising
- Media Related
- Architecture
- Interior Designer
- Illustrator
- Set Designer
- Teaching
- Fashion
- Costume Designer
- Jeweller
- Website Designer
- Games Designer
- Engineer
- Mechanics
- Industrial Designer
- Carpenter
- Aerospace Engineer
- Animator
- CAD Designer
- Construction
- Material Scientist

A Level Psychology

About A Level Psychology

Entry Requirements: No specific requirements at GCSE. However, a minimum grade 6 in English Language or English Literature is highly desirable to adjust to the written demands of the course. The scientific process and principles are utilised in research methods used in Psychology and a Grade 6 or above in science is therefore also desirable, as well as a degree of competence in Mathematics for the statistical aspects.

Subject Content:
Psychology is the scientific study of the mind and human behaviour and looks at a variety of topics ranging from memory, schizophrenia, child development and social influences.

The course is currently taught through 11 periods per fortnight. Written assignments are frequently set.

The Psychology course covers a broad range of topics that are studied by Psychologists as well as the research methods used to carry out investigations. You will study topics such as the biological basis of aggression, schizophrenia, and the development of attachments by infants. You will need to be able to understand varying theoretical explanations of behaviour and to assess the value of particular studies and theories. You will need to critically analyse studies, theories and methods, discussing key strengths and limitations, as well as applying your knowledge to novel situations

Assessment:
Psychology is assessed by a range of question styles including short, focussed questions, often assessing the ability to apply knowledge to unfamiliar scenarios as well as extended writing.

Unit	Name
Paper 1	Social influence, Memory, Attachment and Psychopathology
Paper 2	Approaches in Psychology, Biopsychology and Research Methods
Paper 3	Issues and Debates in Psychology, Aggression, Gender and Schizophrenia

Higher Educations and Careers:
This is a subject which develops many different study skills. It is welcomed by many university faculties because of this, as well as its breadth and understanding of the human condition. It is preparation for a range of relevant careers including Psychotherapy, Physiotherapy, Child Psychology and Human Relations Management.

A Level Sociology

About A Level Sociology

Entry Requirements: No specific requirements at GCSE beyond the standard entry requirements. Students should have a keen awareness of and interest in current affairs and the capacity to express themselves clearly in written work. They will have to understand and compare and evaluate various theoretical explanations of social institutions and human behaviour. A minimum grade 6 in both GCSE English Language and Literature is strongly desirable.

Assessment:
The A Level course includes three modules, which are assessed by 2hr written examinations in the summer of Year 13. The AQA Examining Board is used.

Paper 1 Education with Theory & Methods
Paper 2 Topics in Sociology
Paper 3 Crime and Deviance with Theory and Methods

Course Content:
Topics studied in Year 12 are the Sociology of Education and the Sociology of Families & Households. Year 13 focuses on the Sociology of Beliefs and the Sociology of Crime and Deviance. Theories developed by and research methods used by sociologists are core themes that will be examined throughout the course.

Additional Information:
It is very important that students understand the structure and demands of the subject, before deciding to study it. During Year 11, students contemplating studying this subject should discuss their interest with the specialist subject teachers and consult some of the excellent library resources, before reaching a decision. The course is challenging and demanding because it assesses not just knowledge and understanding of the subject matter, but the application and evaluation of it also.

Higher Educations and Careers:
A Level Sociology is well established and very popular at Loreto and its successful completion offers access to a wide range of courses in Higher Education. It has a high degree of relevance in today's world and students should come prepared to participate actively in discussion work. The subject provides excellent preparation for careers within Education, Social Work and the Criminal Justice System; but like most 'Arts' subjects is useful preparation for a wide variety of graduate careers. Some key skills developed through this course are:

- Extended writing
- Essay writing
- Forming arguments
- Problem solving

Remain faithful to your friend, and value her highly, even more highly than your life – **Mary Ward**

Enrichment

About Enrichment

Enrichment is a central part of Sixth Form study at Loreto, perhaps best described by the following quote, taken from the Loreto Vision and Values document –

"The design of the curriculum, is centred on the development of the whole person as a member of the human community. The curriculum drives aspirations, and it takes students to places they did not know they could reach!"

Many options are available for students to choose from, including more formal examination based courses that may be useful for university application and courses designed to help prepare students as they move onwards towards the world of higher education or work. Enrichment in Year 12 takes place on one afternoon each week and is compulsory. Students choose one from a range of options which have included:

- Peer Mentoring
- Recreational Sport
- Primary School Placements
- Young Enterprise
- School Newspaper
- Core Mathematics Qualification
- Extended Project Qualification (EPQ)

Work experience

All students will complete a period of work experience during their time in the Sixth Form. This is a self-placed experience and will be organised through our online destinations' platform Unifrog. Students can also complete additional work experiences throughout the year during non-contact time subject to approval.

Core Maths

Core Maths is designed to support students not studying A Level Maths but partaking in A Levels with mathematical content such as, but not limited to, science, geography, business studies, psychology, sociology, computing and economics. It will be taught through Problem based learning. 80% of the course is Higher Level GCSE Mathematics with only 20% being new content. At the end of the two year course (just 4 lessons per fortnight), you will come out with a Level 3 qualification in Core Maths – which is worth the same as an AS level and is assessed at the end of Year 13. This qualification will look great on any CV and many universities and employers are firmly behind it.

The EPQ

Amongst the formal courses on offer is the AQA Extended Project Qualification (EPQ). This qualification offers candidates the opportunity to take their learning beyond A Level specification and is very good preparation for the independent research and study of university. Candidates learn report-writing and presentation skills, conduct research, analyse and evaluate findings, and complete their project with either a written report of 5000 or by creating an artefact. Each student then presents to a small group on their learning journey and keep a production log where they record their progress over the year. It is worth approximately half of an A Level and is taken solely in Year 12.

The School Library and Careers

About The School Library and Careers

The Library: Loreto benefits from a vast array of wonderful resources and nowhere is this more evident than the Library. Situated in the beautiful old Chapel, the Library provides a calm, welcoming atmosphere in which to study. The Library is separated into "zones of learning". In the Main Entrance there is a reading / relaxation area. A separate silent study zone with seating for up to 60 students is available upstairs. There are also several study spaces in the main body of the Library together with a "chill-out" area with comfortable seating for relaxed reading. We currently have 12 computers, 16 laptops and a printer / photocopier available for pupils' use. These are connected to the school network encompassing the school's VLE and the internet. The Library houses over 10,000 resources such as books, journals and DVDs. We take several journals covering all aspects of the curriculum. The library catalogue can be accessed via the Oliver system - see the 'Students' area on the school website. The Library is open each day from 8:15am until 4:30pm (4pm on a Friday). Research has shown that our Sixth Form value a silent, working environment and our Library provides this perfectly.

Sixth Formers are allowed to borrow up to 10 items at a time – more may be issued at the discretion of the Librarian. The majority of items are issued on a three-week basis, with the option to renew, provided that no reservations have been made. As a member of Loreto Sixth Form, you are entitled to membership of the John Rylands University Library of Manchester (JRULM). Although membership is on a reference only basis, it is strongly recommended that students take advantage of this offer, not only in terms of the resources available, but also to gain an insight into the working environment of a large University. Please see the Librarian for an application form. As a school, the Library provides an opportunity for students to develop their love of reading for both academic success and for pleasure.

Careers: The Careers Department is concerned with giving information, advice and guidance on all aspects of the choices available at the end of Year 13 so that learners can successfully transition onto the next age and stage of their life. Many girls are interested in higher education at universities or colleges, but this is not the only option. Training for professions, nursing, police and art foundation courses are also in demand. The Sixth Form is the route for all these alternatives, and we aim to help and support whatever ambitions the student has. Advice and guidance are also given on options such as taking a gap year, modern apprenticeships and embarking on a permanent career.

We offer:

- Careful guidance through our Careers Curriculum supported by Unifrog, an online destinations platform.
- A Careers Resource Centre with essential reference books and pamphlets.
- Close liaison with The Connexions Service. Computer careers guidance is available and there are interviews with Careers Advisors for year 12 and year 13.
- Lunchtime talks from visiting speakers, videos and visits to Open Days and career events.
- Help with work experience.
- Practice interview experience.
- An 'after results' service providing help in finding higher education places or other alternatives.

As a result of the Careers Department, students' progress onto their post-18 destinations is fully informed and with great confidence. Many return to support the school with careers days and talks.

High Achievers and Widening Participation

Preparing for Life After Loreto

Throughout Year 12 and 13 there are many enterprises which aim to prepare and guide our students to some of the most competitive universities and courses post-18. These include Oxbridge preparation, Early Entry for Medicine, Dentistry and Veterinary Science, the Russell Groups and Widening Participation Schemes.

The following table captures some of the key elements of these enterprises:

Oxford and Cambridge	The school offers a range of guidance and preparation for pupils which ranges from advice on general matters pertaining to application such as subject selection, the differences between the two institutions, the collegiate system, college choice, UCAS personal statements. We also offer more bespoke support such as; ● Extra tuition and practice for aptitude/thinking skills papers with subject specialists on the staff ● Entrance for essay-writing competitions ● Enrolment on subject-specific enrichment courses during term and vacations ● Practice interviews which recreate the atmosphere and intellectual rigor of an Oxbridge interview ● Visits to Oxbridge Student Conferences and residential visits to Open Days in Oxford and Cambridge where pupils can speak directly with Admissions Tutors and current undergraduates. ● Visits from Loreto alumnae studying in Oxford and Cambridge who provide advice and guidance. Competition for places is fierce but we hope that we can provide the students with the support and advice which will give them the greatest chance of making a successful application.
Early Entry Support for Medics, Dentist and Veterinary Scientists	Led by Dr Schofield, students considering Medicine, Dentistry or Veterinary Sciences are supported through the Early Entry scheme. This involves identifying which students are interested, a session on what is different about an Early Entry application, entry requirements, how to stand out, entry examinations and alternative related courses. Early Entry students are also supported to ensure that their UCAS applications are submitted before the external October deadline.
Russell Groups	We strongly encourage all students to explore the Russell Groups as part of their UCAS application process. We also share resources from these 24 leading universities. Each year we share events such as 'Meet the Russell Groups', a series of online webinars.
Widening Participation Schemes	Universities are devoting increasing resources to support student applications, to ensure that there is fair access, and no-one is disadvantaged. We share a range of access schemes with students including Leeds, Manchester, Newcastle and Oxford. They are particularly useful for anyone receiving the 16 to 19 bursary, coming from a first generation home or from an area where few people go on to higher education.
UCAS and Apprenticeship Applications	The school offers a comprehensive service in supporting all students through applications to university through the UCAS Hub and for school references needed when applying to various apprenticeships.

Each year our students progress onto a wide range of pathways as a result of the support received during their Sixth Form experience.

16-19 Bursary

Loreto Grammar School receives funding every academic year to provide financial support to help students in Sixth Form overcome specific financial barriers to participation they face so that they can remain in education. This statement sets how the fund is used.

Loreto Grammar School comply with the 16 to 19 Bursary Fund Guide updated by the Government every academic year, details for 2025-2026 can be found at -

16 to 19 Bursary Fund guide 2024 to 2025 academic year - GOV.UK (www.gov.uk)

1. Vulnerable Bursary

Students who are in care, care leavers, in direct receipt of Income Support/Universal Credit or in receipt of Disability Living Allowance/Personal Independence Payments in their own right will be eligible to receive an annual bursary of up to £1,200 per year. Loreto will carry out a financial needs assessment to confirm actual financial need and amount of support required – no student will automatically receive £1,200 and there is a possibility of no award or a limited award.

2. Discretionary Bursary – Level 1

Discretionary bursaries are to help students with the cost of travel, buy essential books, equipment or specialist clothing, attend university open days/interviews, field trips and other course related costs. Household income and circumstances (e.g. distance to travel and number of dependent children in the household) are used to assess eligibility and in 2024/25 bursaries were awarded at different levels up to a total household income of £35,000.

3. Discretionary Bursary – Level 2

Discretionary one-off payments to enable a student to participate in a specific educational enrichment activity approved by the Headteacher.

Assessment and Payment

It is expected that students will apply before the end of September so that the overall level of demand can be assessed, although in year applications will be considered if financial circumstances change.

Further Information

Further information on the **16-19 Bursary** can be found on our website.

Loreto Grammar School Destinations

Loreto Grammar School Destinations

Provider Name	Reading	No. of Students	Group
Apprenticeship	DLA Piper Law, DYSE - Structural Engineering, Scullards Accountancy	3	
Bristol, UWE	Wildlife Ecology and Conservation Science	1	
Conservatoire	Conservatoire	1	
Coventry University	Physiotherapy with Foundation Year	1	
Durham University	Chemistry x 2, English Literature, Geography, Law x 2, Natural Sciences, Psychology, Visual Arts & Films	9	RG
Flight School	Flight School	1	
Gap Year	Gap Year	7	
Harper and Keele, Veterinary School	Veterinary Medicine and Surgery	1	Med
Imperial College London	Medicine	1	Med RG
Keele University	Pharmacy	1	
King's College London, University of London	Biochemistry, Neuroscience and Psychology with a Year Abroad	2	RG
Lancaster University	Drama, Theatre and Performance	1	
Leeds Beckett University	Architecture	1	
Liverpool John Moores University	Business with Digital Marketing, Nursing (Adult), Pharmacy	3	
Loughborough University	Aeronautical Engineering (with placement year)	1	
Manchester Metropolitan University	Art Foundation, Business Management	2	
Newcastle University	Architecture and Urban Planning, Biochemistry, Fine Art, Geography, Law, Marketing, Mechanical Engineering, Pharmacy x 3, Psychology x 2, Speech & Language	13	RG
Northumbria University, Newcastle	Psychology Foundation Year	1	
Nottingham Trent University	Architecture	1	
Oxford Brookes University	Biological Sciences	1	
Pomorski Uniwersytet Medyczny / Pomeranian Medical University	Denistry	1	Med
Queen's University Belfast	Denistry	1	Med RG
SAE Insitute	Games Design	1	
Sheffield Hallam University	Interior Architecture and Design, Occupational Therapy with Foundation Year	2	
Swansea University	Medical Sciences and Population Health, Pharmacy	2	
The Hong Kong University of Science & Technology	Science	1	
The University of Edinburgh	Biomedical Sciences, Law	2	RG
UCL (University College London)	French & Russian	1	RG
University of Bath	Chemistry with professional placement or study abroad	1	
University of Birmingham	Chemical Engineering with International and Industrial Study, Civil Engineering with International Study, Law, Psychology and Psychological Practice	4	RG

"A high proportion of students in the Sixth Form secure places on competitive university courses" Ofsted 2022

Provider Name	Reading	No. of Students	Group
University of Brighton	Robotics and Mechatronics Engineering	1	
University of Cambridge	Modern and Medieval Languages	1	Ox RG
University of Central Lancashire	Medicine and Surgery, Professional Policing	2	Med
University of East Anglia UEA	Biomedical Science	1	
University of Leeds	Business Management, Neuroscience, Communication and Media x 2, Fashion Marketing, Geography, Medicine x 2, Psychology x 4 Modern Languages and Politics,	13	RG
University of Leicester	Accounting and Finance, Software Engineering	2	
University of Liverpool	Anatomy and Human Biology x 2, Architecture, Biochemistry, Business Economics, Computer Science (with a Year in Industry) x 2, Dental Therapy, Economics, International Relations, Law x 3, Law with a Year Abroad, Mechanical Engineering, Medicine, Pharmacology, Psychology x 4	21	Med RG
University of London Institute in Paris	International Politics with French	1	
University of Manchester	Actuarial Science and Mathematics, English Language, Mathematics, Optometry x 2, Psychology	6	RG
University of Nottingham	Economics, History and Politics, Pharmacy Mechanical Engineering including an Integrated Study Abroad Year,	4	RG
University of Oxford	Theology and Religion	1	Ox RG
University of Salford	Occupational Therapy	1	
University of Sheffield	Architecture, Business Management Computer Science, Law, Philosophy, Religion and Ethics, Politics, Philosophy and Economics	6	RG
University of Southampton	Marine Biology	1	RG
University of Sunderland	Biopharmaceutical Science with Integrated Foundation Year	1	
University of Warwick	Mathematics, Operational Research, Statistics and Economics (MORSE), Neuroscience	2	RG
University of York	Law, Liberal Arts, Mathematics (with a year abroad), Psychology integrated Masters	4	RG
Varna Medical University	Medicine	1	Med

Key:

- Oxbridge (Ox)
- Russell Group (RG)
- Medicine or Dentistry (Med)

LORETO GRAMMAR SCHOOL
Sixth Form Admissions Policy 2026

Sixth Form Admissions Policy - 2026 Entry

In September 2026, Loreto Grammar School will have a capacity for 300 in the Sixth Form allowing us to admit 160 into Year 12 with 20 places available to external students. The entry requirements to the Sixth Form are a minimum of six GCSE subjects at grade 6, with girls achieving at least grade 6 in subjects chosen to study. All students require a grade 5 in English and Mathematics. Both internal and external pupils wishing to enter the sixth form will be expected to have met the same minimum academic entry requirements for the sixth form. No equivalent qualifications will be accepted.

In addition to the sixth form's minimum academic entry requirements, students will need to satisfy minimum entrance requirements to the courses for which they are applying. If either internal or external applicants fail to meet the minimum course requirements, they will be given the option of pursuing any alternative courses for which they do meet the minimum academic requirements. Course requirements are published annually in the sixth form prospectus on the school website.

The Governing Body expects that all students specifically selecting a Catholic education will be fully involved in the ethos and spiritual life of the school, and in achieving the aims set out in its Mission Statement.

The criteria for over–subscription will be as for Year 7 and will only apply to external candidates. If in any category there are more applications than places available, then priority will be given to those girls who achieved the highest GCSE grades. In the event of a tie-break then closest distance from home to Loreto will be applied*.

The Admissions categories are:

1. Baptised Roman Catholic 'looked after girls', Baptised Roman Catholic 'previously looked after girls' and International Baptised Roman Catholic 'looked after girls'.
2. Baptised Roman Catholic girls.
3. Other 'looked after girls' and 'previously looked after girls'.
4. Other girls.

Entry to the Sixth Form is not subject to co-ordination by the Local Authority.

Home Address and Shared Residency: See Definitions - *as defined by Trafford.

If an application for admission from either internal or external candidates has been turned down by the Governing Body, then an appeal can be made to an Independent Appeals Panel. Parents and students are able to appeal jointly or separately against any decision refusing a young person admission and, where they appeal separately, the appeals must be heard together. This appeal must be sent in writing to the Clerk to the Governors at the school within 20 school working days of refusal. Reasons for the appeal must be given in writing and the decision of the Appeals Panel is binding on the Governors.

Definitions - *as defined by Trafford:

Distance from home to school:

For the home address, the distance will be calculated from the seed point of the property. The seed point of each property is defined by co-ordinates held in Trafford's Local Land and Property Gazetteer (BS7666) which are available, on request, from Trafford's School Admissions Team.

For applications resident outside Trafford, the seed point data will be provided by the Home Authority. In cases where this data is not available, Royal Mail postal address information may be used.

In the case of a child living in a block of flats, co-ordinates will be obtained in the same way.

Home Address and Shared Residency:

The criteria used in determining admissions to the school refer, in every instance, to the child's home address. This means the address where the child lives most of the time, not the address of any child-carer, grandparent or other relative.

It is always assumed that the correct factual information will be provided when an application for a school place is submitted. However, proof of the child's residency may be requested so that the application can be considered correctly alongside other applicants.

The documentation required is not prescribed and applicants can submit whatever evidence is available, that is sufficient to demonstrate the claim.

In the case of parents who are separated the application will also be considered from the address where the child lives, even though the child may regularly spend some time at another address.

Where it is claimed that the child's residency is shared equally between two addresses parents may decide which address will be used for the purpose of the application.

Parents/carers must inform the school of any changes to their address or circumstances. An allocated place may be subsequently withdrawn if incorrect or misleading information has been provided, which has led to the offer of a place or has advantaged the applicant in the priority order for oversubscription.

Join Us!

Whats Next? How to Apply?
Now that you have seen and read all we have to offer, we look forward to welcoming your application to join our Sixth Form. Below is a flow diagram which shows the process of how to apply and key dates for the coming academic year. If you have any questions or concerns you are also welcomed to speak to any member of the Sixth Form Team, the Senior Leadership Team or email us on sixthform@loretogrammar.co.uk

How to Apply:

1. Visit	2. Go to the	3. Or Scan the QR code	4. Complete
www.loretogrammar.co.uk	'Sixth Form' tab Then click 'Join our Sixth Form'		The online application form.

General Entry Requirements:
The entry requirements to the Sixth Form are a minimum of six subjects at grade 6, with girls achieving at least grade 6 in subjects chosen to study, and grade 5 in English and Mathematics. No equivalent qualifications will be accepted.

Key Dates:

23rd October 2025	Sixth Form Open Evening and Online application form opens for current and new students to apply.
24th October 2025	Internal Y11 Taster Day
October / November 2025	Year 11 SLT Mentor Meeting 1
5th December 2025	Deadline for all applications
Late December 2025 / Early January 2026	Offer letters sent to internal students
January 2026	External student applications processed
February 2026	External student applicant offers made*. *This will be dependent upon references having been received from your current school and the total numbers of applications we have to process. All applicants, both successful and unsuccessful, will receive a letter from the school as soon as the decision has been made.
March 2026	Year 11 SLT Mentor Meeting 2
Late June / Early July 2026	Beyond Year 11 Transition Day for Internal and External Students
July – August 2026	Students complete transition work
20th August 2026	GCSE Results Day and Enrolment for Loreto Grammar Sixth Form

We look forward to receiving applications from both existing and new students and we thank you for your interest in continuing your studies with us.

“Students in the Sixth Form are exemplary role models for younger pupils” Ofsted 2022

Loreto Grammar School

Catholic Sixth Form

An outstanding Sixth Form experience

Loreto Grammar School

Dunham Road, Altrincham, WA14 4AH

Tel: **0161 928 3703**

Admission Enquiries: **sixthform@loretogrammar.co.uk**

www.loretogrammar.co.uk