

Prospectus 2027



The Trinity Catholic Sixth Form

Faith • Love • Respect

Part of
**OUR LADY
OF LOURDES**
CATHOLIC MULTI-ACADEMY TRUST

www.trinity.nottingham.sch.uk/sixth-form

WELCOME TO THE TRINITY CATHOLIC SIXTH FORM

Dear prospective students,

We are delighted to present The Trinity Catholic Sixth Form prospectus. Our Sixth Form offers what we consider to be a unique educational experience which focuses not solely on academic achievement, but also on developing character, nurturing the soul and sense of self, exploring opportunities for service and community, and fostering a sense of vocation and purpose.

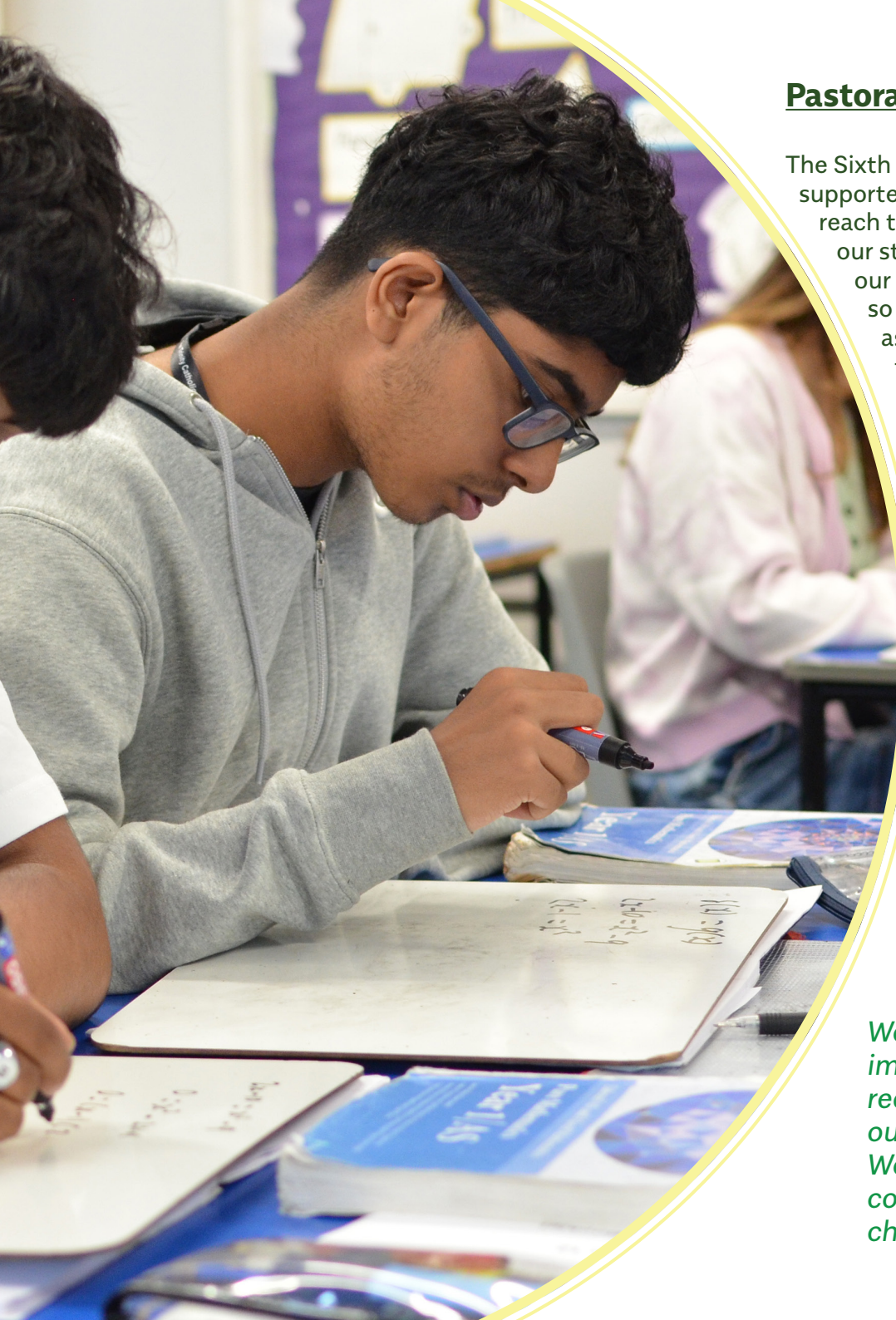
Our values

Our school mission statement: 'To the Glory of God we build our school on faith, love and respect' clearly expresses our foundational values and religious ethos. We strive to create an environment where students can flourish academically, morally and socially, guided by the teachings of the Church and the rich traditions of the Catholic faith. Our Sixth Form is a place where students are encouraged to explore their beliefs, ask meaningful questions, express their faith through liturgy and prayer, and deepen their curiosity and understanding of the world around them.

Academic curriculum

Our academic curriculum is designed to challenge and inspire. Many, though not all, of our students will choose to go onto higher education and we offer a range of A level and BTEC/AAQ courses that allow students to pursue their passions and achieve their academic goals. Our dedicated teachers work to create a supportive and engaging learning environment, where every student can flourish and reach their potential. Our aim is that all students experience the joy of learning and achieving, so that they feel driven to further extend their love of knowledge and scholarship beyond school. We have dedicated Sixth Form spaces in which to study and research, I.T. facilities and a common room in which students can work, collaborate, eat and socialise.





Pastoral care

The Sixth Form is a vibrant and inclusive community where students grow into adulthood, supported and guided by a pastoral team that is committed to ensuring that students reach their potential in an environment where everyone feels safe and valued. Preparing our students for life beyond the Sixth Form is a priority. Our pastoral team, alongside our careers service, offers university, apprenticeship and employment guidance so that students make well-informed decisions about their future pathways. We aspire to help our students shape happy, fulfilled lives where they feel that their true potential has been realised.

Community and charity work

A hallmark of our Sixth Form is the sense of community, belonging and connectedness that students find here. Working together and collaborating with one another allows the fostering of deep friendships that transcend school life. This sense of community and duty towards one another and the common good finds expression not only through group projects but also through extensive charity work, which allows active engagement with issues of social justice. We are proud to say that our students develop the skills and virtues needed for making informed moral decisions and character formation is at the heart of what we do.

Opportunities

Beyond the academic side, our Sixth Form offers a wide range of extra-curricular activities, which include: mentoring, paired reading, outward bound activities, pilgrimages, retreats and house events as part of the whole-school pastoral programme. These offer opportunities to develop new and varied interests and nurture confidence, leadership skills and teamwork.

We hope that you find this prospectus useful in helping you to make important choices regarding your future. The courses and entry requirements are published for your information. Those who share our mission and values will be welcomed to come and learn with us. We invite you to explore the opportunities that await you here and to consider joining our community as you embark on the next exciting chapter of your educational journey.

OUR ENTRY REQUIREMENTS

The Trinity Catholic Sixth Form is under the Trusteeship of the Diocese of Nottingham and belongs to the Nottingham Diocesan family of schools. It is founded by and part of the Catholic Church and seeks at all times to be a witness to Jesus Christ. Religious education and worship are in accordance with the teachings and doctrines of the Catholic Church.

This does not affect the right of parents or carers who are not of the faith of these schools to apply for and to be considered for places; applications are welcome from all parents and carers, regardless of faith or background, who would like their children to be educated in a Christian environment. However, we ask all parents, carers and students applying for a place to respect this ethos and its importance to the school community.

All students follow the equivalent of three, Level 3 post-16 courses.

The minimum academic requirements for entry to the Sixth Form are:

- 5 higher grade passes (grades 5-9) including English and Maths at grade 4 minimum.
- To study a subject at A level we require a grade 6 in that subject or a similar subject for A level subjects which are not currently studied at GCSE.
- To study a BTEC double award you need 5 higher grade passes (5-9) including GCSE English Language and GCSE Maths with a grade 6 in the subject you wish to study at A level.
- To study a BTEC single award you need 5 higher grade passes (5-9) including GCSE English Language and GCSE Maths with a grade 6 in the subjects you wish to study at A level.



Art and Design: Fine Art

Specific GCSE entry requirements:

Grade 6 in Art or Graphics

Fine Art explores practical and critical/contextual work through painting, drawing, sculpture and photography. It requires engagement with aesthetic and intellectual concepts through the use of traditional and/or digital media, materials, techniques and processes for the purpose of self-expression.

This may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions. It can also be used to explore personal and cultural

identity, society and how we live and visual language. Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.

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

Course content

Year 12: Students work on the theme of people and places and complete research and development before completing their final piece. They complete their reading and research into chosen artists.

Year 13: Students complete their coursework on their chosen theme and then create their final piece of coursework and externally set assignment from the exam board.

A level assessment	Exam board: Pearson	% of course
Coursework Personal investigation	Portfolio of practical and written work based on a personal starting point	60
Externally set assignment	Preparatory studies and personal outcome(s) based on a theme set by Pearson. 15 hours to produce your personal outcome	40

Possible careers and further education

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

Biology

Specific GCSE entry requirements:

Grade 6 in Biology or 6-6 in Trilogy Combined Science



Biology is an exciting course which has been developed in collaboration with the Salters-Nuffield Advanced Biology project, which leads the field in innovative approaches to teaching and learning in biology.

The course aims to develop essential knowledge and understanding of biological facts, concepts, and principles, as well as fostering enthusiasm for the subject. It helps to develop an interest in further study and careers associated with biology, and encourage understanding of how society makes decisions about scientific issues.

Course content

Year 12: Students cover: Lifestyle Health and Risk (Topic 1); Genes and Health (Topic 2) ; The Voice of the Genome (Topic 3) and Biodiversity (Topic 4). We study our final topic of the year: On the Wild Side (Topic 5).

Year 13: The On the Wild Side topic is completed, followed by Immunity, Infection and Forensics (Topic 6). Run for your Life (Topic 7) and Grey Matter (Topic 8) complete our units of study before we begin revision for the final public examinations.

A level assessment	Exam board: Pearson	% of course
Paper 1 (topics 1-6)	2 hour exam	33.3
Paper 2 (topics 1-4, 7-8)	2 hour exam	33.3
Paper 3 (topics 1-8)	2 hour exam	33.3

Possible careers and further education

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

Business

Specific GCSE entry requirements:

Grade 6 in Maths, English Language and a Humanities subject

Business is structured into four themes and consists of three externally examined papers. Students are introduced to Business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work.

Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of Business, to understand that business behaviour can be considered from a range of perspectives and to challenge assumptions.

You do not need to have studied Business at GCSE to study it at A Level.

Course content

Year 12: Theme 1: Marketing and people, looking at meeting customer needs, the market, marketing mix and strategy, managing people, entrepreneurs and leaders. Theme 2: Managing business activities covers raising finance, financial planning, managing finance, resource management and external influences.

Year 13: Theme 3: Business decision, strategy and business growth, decision-making techniques, influences on business decisions, assessing competitiveness and managing change. Theme 4: Global business, examines globalisation, business expansion, global marketing and industries and companies (multinational corporations).

A level assessment	Exam board: Pearson	% of course
Paper 1: Marketing, people and global businesses	2 hour exam	35
Paper 2: Business activities, decisions and strategy	2 hour exam	35
Paper 3: Investigating business in a competitive environment	2 hour exam	30

Possible careers and further education

This subject helps facilitate students who have a desire to establish and set up their own business. Careers include sales, retail, customer services, marketing, finance and related careers such as accounting.

Chemistry

Specific GCSE entry requirements:

Grade 6 in Chemistry or a Grade 6-6 in Science (Trilogy)

Our A Level Chemistry course covers the three branches of chemistry: organic, inorganic and physical chemistry, in a context-based approach.

The concepts are taught in 10 'Storylines' setting the chemistry in topical and interesting environments. The combination of academic challenge, relevant context and practical focus makes studying A Level Chemistry highly appealing and gives students many of the skills needed throughout life.

Course content

Year 12: Topics cover elements of life: the periodic table and group 2 chemistry; bonding and the shapes of molecules; radioactivity, and chemical equations. Other topics include fuels, dealing with polluting exhaust emissions, halogen; halogenoalkane; redox and industrial chemistry; electron configurations; intermolecular forces; chemical equilibria. Topics about the ozone looks at giant covalent structures; reactions and the effect of radiation. What's in a medicine? looks at phenols, carboxylic acids, esters, acid-base reactions, medicine manufacture and testing, and spectroscopy.

Year 13: Topics include chemical industry: equilibria and rates of reaction; industrial processes and greener chemistry and group 5 of the periodic table. Studying polymers and life includes: DNA and proteins; NMR; condensation polymers, and optical isomerism. Oceans includes: the chemistry of dissolving; acid-base equilibria & pH; entropy; disposing of carbon dioxide and the greenhouse effect. Developing metals includes: redox reactions; electrode potentials; d-block chemistry. Colour by design looks at: the chemical origins of colour in transition metal; analysing oils and dyes.

A level assessment	Exam board: OCR (Specification B)	% of course
Fundamentals of chemistry	2 hour 15 minute exam	41
Scientific literacy in chemistry	2 hour 15 minute exam	37
Practical skills in chemistry	1 hour 30 minute exam	22
NEA	Practical endorsement	

Possible careers and further education

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

Computer Science

Specific GCSE entry requirements:
Grade 6 in Mathematics

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world system.

It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.



Course content

Year 12: We study the characteristics of contemporary processors, input, output and storage devices. We investigate how computers can be used to solve problems and programs can be written to solve them. The types of software and different methodologies used to develop software are analysed, as well as computational thinking. We also look at how data is exchanged between different systems, standard algorithms and the use of algorithms to describe problems.

Year 13: Students look at how data is represented and stored within different structures, different algorithms that can be applied to these structures, NEA analysis of a problem and design of a solution, and the individual moral, social, ethical and cultural opportunities and risks of digital technology. We examine legislation surrounding the use of computers and ethical issues that may arise in the future from the use of computers. NEA work on developing a solution, testing and evaluation is completed.

A level assessment	Exam board: OCR	% of course
Computer Systems	2 hour 30 minute exam	40
Algorithms and Programming	2 hour 30 minute exam	40
NEA	Practical endorsement	20

Possible careers and further education

Computer programmer, network manager, web designer, database controller, games designer, computing teacher.

Drama and Theatre Studies

Specific GCSE entry requirements:
Grade 5 in Drama

Students will gain an understanding of theatre and drama and learn to interpret them as an actor and director.

They will analyse a variety of plays and playwrights, both contemporary and historical. Students will learn to develop their personal acting and directing skills, specific texts

for performance, and offer written analysis of works set by the exam board and teacher.

During the course, students must attend several live theatre performances and masterclasses to understand a range of professional performance styles.

Course content

Year 12: Component 1: Devising (NEA), submitted as a portfolio. Students devise an original performance piece, using an extract from a performance text. There are performer or designer routes available. Component 3 (Theatre Makers in Practice) section C: Interpreting a Performance Text – students answer one extended response question from a choice of two, based on an unseen named section from their chosen performance text.

Year 13: Component 2: Text in Performance (NEA) – a group performance/design realisation of one key extract from a performance text. A mono/duologue performance/design realisation from one key extract from a different performance text. Component 3 section A: Live Theatre Evaluation performance they have seen in light of a given statement. Section B: Page to Page: Realising a Performance Text – students answer questions based on an unseen extract from the performance text they have studied.

A level assessment	Exam board: Pearson	% of course
Component 1	NEA	40
Component 2	NEA	20
Component 3	2 hour 30 minute exam	40

Possible careers and further education

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

English Literature

Specific GCSE entry requirements:

Grade 6 in English Literature and a grade 5 in English Language

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

Students are required to read texts in a variety of ways and respond critically and creatively; identify and consider how attitudes and values are expressed in texts and draw on their understanding of different interpretations when responding to texts. We study a range of different texts from the genres of poetry, prose and drama.



Course content

Year 12: We begin by studying *Hard Times* (Dickens), *Atonement* (McEwan) and the *Duchess of Malfi* (Webster). From there, we examine a selection of poems from *An Anthology of the Forward Books of Poetry 2002-2011*, followed by two further texts on the theme of the Outsider, as well as a text read independently.

Year 13: Students read and study *The Wife of Bath* (Chaucer) and *Othello* (Shakespeare) and they also write their NEA on the theme of the Outsider. Finally, students develop their skills of comparing an unseen poem with an example of studied poetry.

A level assessment	Exam board: Pearson	% of course
Unit 1: Drama	2 hour 15 minute exam	30
Unit 2: Prose	1 hour 15 minute exam	20
Unit 3: Poetry	2 hour 15 minute exam	30
NEA	Extended essay (3000 words)	20

Possible careers and further education

Teaching, law, civil service, journalism, media, publishing, advertising/marketing, retail management, social work, nursing, police, armed forces, public relations, editor, librarian services.

French

Specific GCSE entry requirements:

Grade 6 in GCSE French

Our French A level is a continuation of your journey to becoming fluent in French. More than just a subject choice, the ability to speak French is a skill for life.

Studying at A level not only improves your language skills, but it provides you with insights into France's history and culture. If you do plan on travelling after school, this knowledge will truly enhance your experience.

Course content

Year 12: We study: the changing nature of family (La famille en voie de changement) ; the 'cyber-society' (La cyber-société) ; the place of voluntary work (Le rôle du bénévolat); positive features of a diverse society (Les aspects positifs d'une société diverse) ; life for the marginalised (Quelle vie pour les marginalisés?), and how criminals are treated (Comment on traite les criminels).

Year 13: In this year we study: a culture proud of its heritage (Une culture fière de son patrimoine) ; contemporary francophone music (La musique francophone contemporaine) ; cinema: the 7th art form (Cinéma : le septième art); teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique) ; demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir?), and politics and immigration (La politique et l'immigration).

A level assessment	Exam board: AQA	% of course
Paper 1	Listening, reading and writing	50
Paper 2	Literature writing exam (2 essays)	20
Paper 3	Speaking exam card and presentation	30

Possible careers and further education

International tradesperson, field researcher, small business liaison officer, tour guide, podcaster, teacher, TEFL teacher, salesperson, essay writer, motivational speaker, flight attendant, translator, subtitle translator, games translator, online and private tutor.

Further Mathematics

Specific GCSE entry requirements:
Grade 8 or 9 in GCSE Mathematics

This course is studied in addition to A level Mathematics for students who have a real love for the subject, and who have achieved a grade 8 or 9 at GCSE.

It is increasingly being seen as a useful addition for students who are keen to study Mathematics or Engineering at University, as well as other Mathematics related subjects.

The course is similar to the A level in Mathematics, with exams in the areas of Pure Mathematics (Core), Mechanics, and Statistics, which are taught in Year 12 and then developed further in Year 13.

Course content

Year 12: We begin studying Further Core Maths, developing advanced algebraic, calculus and geometric techniques. In Further Mechanics, study includes momentum and collisions, energy and power, circular motion and centres of mass and moments. In Further Statistics, study includes discrete random variables, expectation, Poisson distribution and chi tests.

Year 13: Year 13 builds on Year 12 Maths and Further Maths, covering differential equations, complex numbers and polar coordinates. Applied topics include springs, collisions, the Central Limit Theorem and advanced hypothesis testing. The course provides excellent preparation for university-level mathematics and related degrees.

A level assessment	Exam board: Pearson/Edexcel	% of course
Core Pure Mathematics 1	1 hour 30 minute exam	25
Core Pure Mathematics 2	1 hour 30 minute exam	25
Further Statistics 1	1 hour 30 minute exam	25
Further Mechanics 1	1 hour 30 minute exam	25

Possible careers and further education

Maths is a facilitating subject which means it is important for the further study of many other courses. Other options include financial services, IT, business – analyst, logistics consultant; defence and intelligence, communications, statistician, air traffic controller, lawyer, sports analyst, teacher and many more.

Geography

Specific GCSE entry requirements:
Grade 6 in GCSE Geography

Geography is exciting and relevant to a changing and modern world. It influences many of the issues that you see in the news, making it up to date and dynamic. Geography is compatible with most A Level subject combinations, as it draws on many disciplines. We are proud that A Level Geography students at Trinity consistently achieve some of the best results in relation to their starting point.

It is valued by top universities as a facilitating subject and as an indicator of academic rigour in candidates. The NEA (Non Examined Assessment) is an individual fieldwork investigation on a topic chosen by each student.

Students will be prepared for this by taking part in a residential fieldtrip, which is the best way to see Geography in action.

Course content

Year 12: On the physical geography side of the course we will cover water and carbon cycles, and coastal systems and landscapes. On the human geography side, we will examine changing places and contemporary urban environments. Preparation for the NEA is started in Year 12.

Year 13: A significant portion of time is spent completing the NEA. On the physical geography side we cover ecosystems under stress, and on the human geography side we examine global systems and global governance.

A level assessment	Exam board: AQA	% of course
Paper 1 (Physical geography)	2 hour 30 minute exam	40
Paper 2 (Human geography)	2 hour 30 minute exam	40
NEA	Externally moderated	20

Possible careers and further education

Teaching, law, journalism, international relations, politics, environmental consultant, business management, urban/rural planning, hydrologist, pollution advisor, aid worker, eco tourism planner, transport management, meteorologist, water resource manager, conservation officer, housing policy analyst, outdoor recreation manager, geomorphologist, climate change advisor.

Government and Politics

Specific GCSE entry requirements:

A 6 in a Humanities subject and in English Language

Have you ever wanted to know how your country was run? Do you have an interest in current affairs? If so, Politics could be the A Level for you.

You do not need to have had any previous knowledge of Politics to take this course, and indeed most of our students have never studied

Politics before, but if you fancy a new challenge and have an interest then we are happy to have you on board. The course is assessed in an exam built around a series of mini-essays and short answers. It tests similar skills to the rest of the humanities subjects.

Course content

Year 12: The first year focuses on how the British political system works. We look at the power of parliament, the role of the Prime Minister, elections and referendums, devolution and the EU. Topics include: the UK constitution, the EU, electoral systems, voting behaviour, the role of the media, political parties, democracy, participation, devolution, parliament, the Prime Minister and cabinet, UK Supreme Court, liberalism, US constitution, congress and senate.

Year 13: Modules include a comparison of the British and American political systems and an in-depth study of ideology, leading to fierce arguments about what is right, and what is the best way to govern a country. We look at the powers of the US President, the role of Congress, civil rights and the Supreme Court. We also examine in-depth ideas of liberalism, socialism, conservatism, nationalism, the US elections, US parties and pressure groups.

A level assessment	Exam board: AQA	% of course
Govt and Politics of the UK	2 hour exam	33.3
Govt and Politics of the USA	2 hour exam	33.3
Political ideas	2 hour exam	33.3

Possible careers and further education

Politics is a humanities subject, and suits any such career. It involves analysing data and systems and arguing a case based upon this so suits any who wants to work in the public services. It is ideal if you are considering studying politics, law, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

Graphics (Design and Technology)

Specific GCSE entry requirements: Grade 5 in DT Graphics or RM. Grade 5 English and Maths also desirable, due to course content

Product Design covers all aspects of Design Technology with the emphasis being mainly on Graphic Products.

Key skills and processes are: CAD (Adobe Photoshop, SolidWorks, 2D Design), CAM (laser cutter, 3D printer, laser image transfer, CNC router), printing processes, plastic forming, technical drawing (isometric drawing, planometric, orthographic, perspective), and industrial practices.

Course content

Year 12: During this year you will undertake a range of designing and making mini-projects designed to broaden and deepen your designing and making skill in Graphics. You will work in real word contexts to design products that solve real world problems for customers. Our main focus will be on products such as packaging, games, architecture, concept product design, books etc. You will also study these exam topics across the year: design history, form and function; materials and properties; manufacturing processes; safety and legislation; tools and equipment; designing strategies, and impact on society of technology.

Year 13: This year is focused around assessment and will include a coursework project and further exam study. Coursework involves: selecting a client and project; research and specification; developing a design and making a prototype. Theory work covers: systems and technology used in industry; levels of production; exploring further the systems and technologies used in industry and the management systems used to make manufacturing work efficiently, and designing for a sustainable future.

A level assessment	Exam board: Pearson	% of course
Principles of DT	2 hour 30 minute exam	50
Design and Make project	NEA	50

Possible careers and further education

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

History

Specific GCSE entry requirements:
Grade 5 in GCSE History

The first part of this A Level qualification focuses on how two leading western democracies responded and adapted to the challenges brought about by the greater political, social and economic expectations of ordinary people in the twentieth century.

Students will then go on to study how society persecuted minority members

of communities throughout the early modern period. Students will address why the witch craze took place and why it was allowed to happen.

Lastly, students will independently research a choice of a variety of topics whereby they form a critical view and make a judgement based on their findings.

Course content

Year 12: Students will examine from British history: changing party fortunes and economics; the welfare state and society in transition; standard of living and Margaret Thatcher. On American history, students will cover civil rights, Nixon and Watergate and Ronald Reagan.

Year 13: Students will study witchcraft: scepticism and science, alongside witch trial case studies. They will complete an NEA (coursework) during this year.

A level assessment	Exam board: Pearson	% of course
Paper 1	2 hour 15 minute exam	30
Paper 2	1 hour 30 minute exam	20
Paper 3	2 hour 15 minute exam	30
NEA	Extended essay (3000-4000 words)	20

Possible careers and further education

Teaching, law, civil service, museum curators, marketing, retail management, social work, nursing, police, librarian, armed forces and archivist.

Mathematics

Specific GCSE entry requirements:
Grade 6 in GCSE Mathematics

Mathematics is a popular choice with students and develops logical reasoning, problem solving and critical thinking skills.

The course comprises of two parts; Pure Maths which is worth two thirds of the overall grade and Applied Maths, which is made up of Mechanics and Statistics and is worth one third.

We will build on and extend areas of Maths you have already met at GCSE as well as introducing new and exciting concepts and ideas. The course is challenging and will require you to have a good understanding of abstract concepts as well as being able to apply this understanding to real world situations.

Course content

Year 12: Pure Maths: includes topics of proof, algebra and functions, co-ordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and numerical methods. Mechanics covers topics including vectors, kinematics, forces and Newton's laws and moments, and has some overlap with Physics. Statistics includes statistical sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing.

Year 13: Pure Maths includes trigonometrical functions, trigonometry and modelling, differentiation, integration, algebraic methods, parametric equations, numerical methods, vectors, sequences and series and binomial expansion. Mechanics includes forces and friction, applications and forces, and further kinematics. Statistics covers regression, correlation and hypothesis testing, conditional probability, and the normal distribution.

A level assessment	Exam board: Edexcel	% of course
Pure Maths 1	2 hour exam	33.3
Pure Maths 2	2 hour exam	33.3
Statistics and Mechanics	2 hour exam	33.3

Possible careers and further education

Maths is a facilitating subject which means it is important for the further study of many other courses. Other options include financial services, IT, business – analyst, logistics consultant; defence and intelligence, communications, statistician, air traffic controller, lawyer, sports analyst, teacher and many more.

Music

Specific GCSE entry requirements: Grade 6 in Music. Students must be able to read musical notation and be able to play their instrument to Grade 5 or equivalent

A-Level Music brings listening, performance and composition to life in new and engaging ways, valuing all music styles, skills and instruments. It is a subject that is constantly evolving, inspiring creativity and expression in a way that no other subject can.

select two areas of study to suit their own interests. Students appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. They will then develop performance and composition skills in a variety of styles.

This course covers a variety of styles and genres and students are able to

Course content

Year 12: Musical elements and theory; listening and analysis skills; the Western Classical Tradition; Mozart opera; Romantic piano music; music for theatre; music for media; harmony and compositional techniques; solo and/or ensemble performance; composition.

Year 13: Advanced study of the Western Classical Tradition; Mozart opera and Romantic piano music; music for theatre and music for media; advanced listening and analysis; extended composition; performance preparation; examination and essay technique.

A level assessment	Exam board: AQA	% of course
Component 1: Appraising Music	2 hour 30 minute exam	40
Component 2: Performance	10-12 minute performance	35
Component 3: Composition	Two compositions	25

Possible careers and further education

The varied nature of the course develops highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which are attractive to potential employers. Many students attend prestigious music colleges or conservatoires, including scholarships at the Royal Academy of Music and Royal College of Music to study performance and composition respectively.

Physics

Specific GCSE entry requirements: Grade 6 in Physics and a Grade 6 in Mathematics. *Taking A level Mathematics as an accompanying subject is strongly advised.*

This course is ideal for students with a strong interest in the way things work and those who are intrigued about the universe around them. The course covers traditional Newtonian Physics before delving into more advanced and abstract concepts.

Students complete 16 core practicals over the course of the two years and

demonstrate their competency in twelve common practical techniques. In Year 12 students study the foundational topics of mechanics, electric circuits, waves and particle nature of light. In Year 13 students apply the concepts covered in Year 12 and develop a wider appreciation of physics topics on particle physics, electric and magnetic fields and space.

Course content

Year 12: Students cover: working as a physicist; mechanics; electric circuits; materials; waves and the particle nature of light. By covering these topics, it sets the groundwork for further and deeper study in Year 13. Students will be expected to apply their knowledge and understanding to familiar and unfamiliar contexts.

Year 13: Students study: further mechanics; electric and magnetic fields; nuclear physics; thermodynamics; space; nuclear radiation and gravitational fields. Students are expected to demonstrate and apply the knowledge, understanding and skills described in the content. They are also expected to analyse, interpret and evaluate a range of scientific information, ideas and evidence using their knowledge, understanding and skills.

A level assessment	Exam board: Pearson	% of course
Paper 1	1 hour 45 minute exam	30
Paper 2	1 hour 45 minute exam	30
Paper 3	2 hour 30 minute exam	40

Possible careers and further education

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

Psychology

Specific GCSE entry requirements:
Grade 6 in both English and Maths

Psychology is the scientific study of the brain, the mind, thinking and behaviour. It covers an extremely wide variety of topics from mental illness to memory.

Psychologists observe and conduct experiments to find out more ways about the way people think, act and interact. They try to understand what motivates, challenges and changes us and use this understanding to help us tackle personal and social problems.

Psychologists can work in mental health, education, business and sports. You will gain analytical skills and learn about scientific research methods, including collecting and working with data. It requires hard work, the ability to write essays and to think in a logical and scientific manner.

Course content

Year 12: Students cover: memory, attachment, social influence, clinical psychology and mental health, research methods, approaches in psychology and biopsychology.

Year 13: We will study aggression, schizophrenia and gender. Finally, we look at issues and debates within psychology.

A level assessment	Exam board: AQA	% of course
Paper 1	2 hour exam	33.3
Paper 2	2 hour exam	33.3
Paper 3	2 hour exam	33.3

Possible careers and further education

Psychologist, psychotherapist, advertising, public relations, social worker, counsellor, human resources, educational psychology, teaching-related careers, research roles, media roles, sports psychologist, forensic psychologist, well-being and mental health work.



Religious Education

Specific GCSE entry requirements:
Grade 6 in GCSE Religious Education

Religious education allows you to investigate ultimate questions such as “why does evil exist?” and “what is the purpose of life?”

It enables you to study topics that explain the diversity of life and religion in the modern world while also improving philosophical thinking

skills and the ability to think outside of the box. It seeks to develop an understanding of contemporary ethical and religious issues such as medical ethics and religious fundamentalism. You will develop communication skills and learn to clearly express your views and increase your self-confidence.

Course content

Year 12: Philosophy of Religion focuses on inductive arguments for the existence of God, the nature and impact of religious experiences, the challenges of religious language, and the problem of evil and suffering. Religion and Ethics introduces ethical theory and teleological approaches, including situation ethics and utilitarianism. Lastly, Christianity examines religious figures and sacred texts, concepts of God, and significant social and historical developments in Christian thought and practice.

Year 13: Philosophy of Religion explores deductive arguments for God, alongside challenges to belief such as critiques of religious claims and miracles. Further developments in religious language are explored. Ethics continues with a focus on deontological approaches, particularly Natural Law, and expands into meta-ethics and the debate surrounding free will. Finally, Christianity investigates aspects of religious life, challenges to traditional religious thought, and the formation of religious identity.

A level assessment	Exam board: Eduqas	% of course
Study of Christianity	2 hour exam	33.3
Philosophy of Religion	2 hour exam	33.3
Religion and Ethics	2 hour exam	33.3

Possible careers and further education

Further study could progress to philosophy, ethics, theology, anthropology, history, law or sociology. Careers could include teaching, clergy, director of operations, sales, police officer, lawyer, catering manager, midwife, doctor, human resource manager, aid worker, social worker

Resistant Materials (Design and Technology)

Specific GCSE entry requirements:
Grade 5 in a DT subject with grade 5 in English and Maths desirable

This A level is suitable for students with a practical/making background. During the course, students will learn about a range of materials, tools and manufacturing processes.

This will be taught via theory and practical lessons. In Year 12, students make a range of mini projects including a silver-plated whistle, a ring, a centre punch, a project box, a screwdriver and a cast keyring fob. The core areas

of knowledge are: designing and innovating, materials and components, processes, industrial and commercial practice, product analysis and systems, human responsibility and public interaction. Past and present designers are examined alongside the role of famous design movements. In Year 13, the majority of lessons are focused on the NEA (Non-Examined Assessment or coursework).

Course content

Year 12: We study materials, components, tools and processes, as well as working safely with a range of materials – taught as theory lessons and small projects/ practical tasks. Human responsibility when designing and marketing are carefully considered, to encourage students to explore the environmental and consumer factors which impact designers and might affect the final nature of a product. Lastly, design and innovation lessons lead to the start of the NEA – a project of the student’s own choice.

Year 13: NEA work leading up to the start of the large, practical assessed piece. Students work on industrial and commercial practice and the history of design.

The NEA design is completed, and the product is manufactured, tested and evaluated using the skills and knowledge acquired throughout the course.

A level assessment	Exam board: Eduqas	% of course
Written examination	3 hour exam	50
NEA	80 hours	50

Possible careers and further education

Product, furniture and interior designers, teaching, engineering, industrial design, automotive design and a range of apprenticeships in practical subjects.

The Sixth Form Pastoral Curriculum

The aim of the Sixth Form Pastoral Curriculum is to combine PSHE (Personal, Social and Health Education), RSE (Relationships and Sex Education), Citizenship and Careers education into one integrated programme that engages meaningfully with Sixth Formers' personal development. It explores a wide range of themes, while also preparing students to embrace the available options open to them after Sixth Form.

In Year 12, we study themes including: self-concept; consent; mental health and well-being; healthy lifestyles (self-screening); driver safety; substance abuse; financial choices; bullying, abuse and discrimination, and careers.

In Year 13, we study themes such as: university applications and careers; mental health and self-care; travel safety; professionalism in the workplace; serious organised crime; employment rights and responsibilities, and media and digital resilience.

Core R.E.

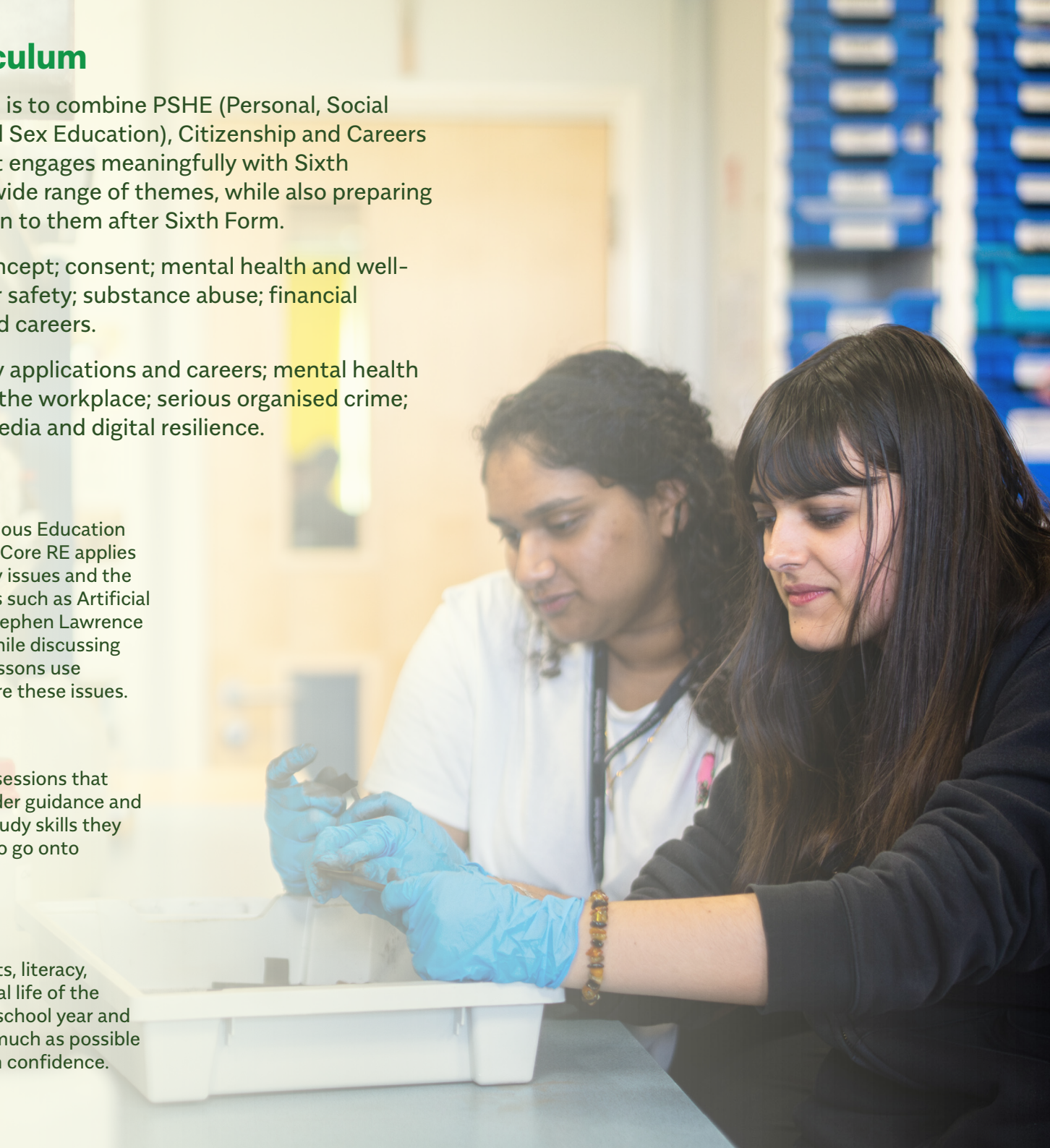
As a Catholic Sixth Form, all students attend Core Religious Education once a week alongside their chosen academic subjects. Core RE applies Catholic Social Teaching and Scripture to contemporary issues and the challenges facing society today. Students explore topics such as Artificial Intelligence, social media and online identity, and the Stephen Lawrence case, developing their knowledge and cultural capital while discussing questions about faith, morality and their own values. Lessons use real-life case studies, films and documentaries to explore these issues.

Independent study

In Year 12, students have timetabled, supervised study sessions that must be attended. This is their opportunity to work, under guidance and supervision, to develop and practise the independent study skills they will need in Year 13 and at university, should they wish to go onto Higher Education.

Clubs and leadership roles

We offer opportunities for students to take part in sports, literacy, academic and drama leadership, as well as in the spiritual life of the school. There are numerous trips that take place in the school year and students are encouraged to get involved with these as much as possible to enrich their experience of the Sixth Form and grow in confidence.



Applied Science National Diploma

Specific GCSE entry requirements: Standard entry of 5 higher grade passes (5–9) including both English Language and Mathematics at grade 4

This course is ideal for students who are interested in developing a wide variety of scientific skills across the three main sciences and who are reluctant to commit to a dedicated single science.

The course comprises six compulsory general science units and two optional units. The qualification is worth two A Levels and is taught in ten lessons per

week over two years by staff from all three sciences.

A variety of trips and external visitors are arranged throughout the course to aid understanding and help put various aspects of the course into real life context. The course requires independent work, the ability to research and write reports.

Course content

Year 12: Students will cover unit 1: Principles and Applications of Science 1, (examined in June), unit 2: Practical Scientific Procedures and Techniques; unit 3: Science Investigation Skills (examined in May); unit 9: Human Regulation and Reproduction, and unit 6: Investigative Project.

Year 13: Students will cover unit 5: Principles and Applications of Science II (examined in January/June); unit 4: Laboratory Techniques and their Applications, and unit 23: Forensic Evidence, Collection and Analysis.

BTEC diploma assessment	Exam board: Pearson	% of course
Unit 1	1 hour 30 minute exam	12.5
Unit 2	Coursework	12.5
Unit 3	4 hour 30 minute exam	16.7
Unit 4	Coursework	12.5
Unit 5	1 hour 30 minute exam	16.7
Unit 6	Coursework	12.5
Unit 12	Coursework	8.3
Unit 13	Coursework	8.3

Possible careers and further education

Laboratory technician, nursing, healthcare, physiotherapy, police officer, scene of crime officer, forensic scientist, drug researcher, forensic photographer.

Health and Social Care National Diploma

Specific GCSE entry requirements: Standard entry of 5 higher grade passes (5–9) including both English Language and Science at grade 4

This qualification is designed to equip learners with the skills and knowledge needed to care for others in a broad range of health or social care settings.

Course content

Year 12: Students investigate the roles and responsibilities of a range of health and social care workers and organisations. They cover human lifespan development from birth to old age, meeting individual care and support needs, and principles of safe practice in health and social care practice.

Year 13: Students look at enquiries into current research in health and social care, promoting public health, nutritional health and, lastly, psychological perspectives on how the mind develops and how this impacts practices in meeting service user needs.

BTEC diploma assessment

Exam board: Pearson

The work is assessed in two main forms of assessment:

- External assessments (two in Year 12)
- Internal assessments (five in Year 12/13)
- Synoptic assessment (one in Year 13)

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector.

The majority of the course is assessed through internal assessment which involves the researching and responding to an assignment brief. Some units are exam based.

Possible careers and further education

A Diploma in Health and Social Care is flexible to suit all fields of health and social care such as: Adult Nurse; Care Worker; Community Development Worker; Counsellor; Health Promotion Specialist; Occupational Therapist; Social Worker and Youth Worker.

Information Technology BTEC

National Extended Certificate (Pearson AAQ)

Specific GCSE entry requirements: Standard entry of 5 higher grade passes (5-9) including English Language and Mathematics at grade 4

The Pearson Level 3 Alternative Academic Qualification BTEC National in Information Technology (Extended Certificate) allows students to study the fundamental knowledge of Information Technology covering the role and implications of using Information Technology systems and cyber-security threats and how to manage attacks. |

Students will also develop important skills for creating websites to meet a specific purpose and to manage data through the development of a relational database solution.

Course content

The course is composed of four mandatory units:

- Information Technology systems
- Cyber security and incident
- Website development
- Relational database development

Certificate assessment	Exam board: Pearson	% of course
Unit 1	2 hour exam	33.3
Unit 2	2 hour 15 minutes exam	33.3
Unit 3	Coursework	16.7
Unit 6	Coursework	16.7

Possible careers and further education

Website designer, network manager, computer programmer, security expert, games developer, IT teacher, IT support.



Sport and Exercise Extended Certificate

Specific GCSE entry requirements:
Grade 6 in GCSE PE or equivalent (M/D/D* BTEC Sport)

BTEC Nationals use a combination of assessment styles to give the students confidence they can apply their knowledge and understanding to succeed in the workplace or have the study skills combined with a secure foundation of in-depth knowledge required to continue learning on higher education courses and throughout their career.

BTEC Nationals embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Course content

Year 12: Students cover functional anatomy and biomechanical principles fitness testing.

Year 13: Students examine applied sport and exercise psychology and coaching for performance and fitness.

Therefore, students complete the following units over the duration of the qualification: unit 2 (functional anatomy); unit 3 (applied sport and exercise psychology); unit 6 (coaching for performance and fitness), and unit 7 (biomechanical principles).

BTEC assessment	Exam board: Pearson	% of course
Unit 1 & 2	External 1.5 hour exam	25
Unit 3	External 3 hour case study exam	12.5
Unit 4-8	Internal oursework	62.5

Possible careers and further education

Teaching, physiotherapy, coaching, sports development, public services, nursing, armed forces.

Sport and Exercise National Diploma

Specific GCSE entry requirements:
Grade 6 in GCSE PE or equivalent (M/D/D* BTEC Sport)

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BTEC Nationals embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Course content

Year 12: Students cover sports and exercise physiology, functional anatomy, field and laboratory-based fitness testing and specialised fitness training.

Year 13: Students examine applied sport and exercise psychology, applied research methods in sport and exercise science, coaching for performance and fitness and, finally, biomechanical principles.

BTEC assessment	Exam board: Pearson	% of course
Unit 1 & 2	External 1.5 hour exam	25
Unit 3	External 3 hour case study exam	12.5
Unit 4-8	Internal oursework	62.5

Possible careers and further education

Teaching, physiotherapy, coaching, sports development, public services, nursing, armed forces.

FREQUENTLY ASKED QUESTIONS

How many subjects will I study?

Most students will choose three A-levels or equivalent Level 3 BTEC/AAQ qualifications. Three good grades at A-level is the entry requirement for the majority of universities, so for many students the best approach will be to focus on three subjects only.

What will my day look like?

We have form time every morning, which will include prayer, tutor time and notices, assemblies and pastoral input to help you on your journey to university or a career. On average you will have three lessons a day – one for each of your chosen subjects. However, it can be more or less, depending on your timetable.

Once a week you will have Core RE and every fortnight we have a PSCE session for personal development and careers. You will have independent study periods when you have no timetabled lessons, and you will be expected to complete homework, research and revision during these periods.

Can I take a holiday during term time?

No, you must be in school every day during term time in order to maximise your learning. Missing two weeks of A level work is much more demanding to catch up on than anything you have done before.

I didn't attend The Trinity Catholic School. Can I still apply?

Yes, we welcome all applications. You do not have to have attended Year 7-11 but you must be willing to support the Catholic ethos of our Sixth Form.

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out more
about our
sixth form:**



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The Trinity Catholic Sixth Form

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www.trinity.nottingham.sch.uk/sixth-form

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