

ST. IGNATIUS CATHOLIC SCHOOL



“TO ESTABLISH ALL THINGS IN CHRIST”

SIXTH FORM PROSPECTUS (YEARS 12-13)



Welcome from the Head of Secondary

Dear Parents and Students,

For many years now, St. Ignatius Catholic School has placed graduating Sixth Form students in good universities and colleges around the world, with a number of our students receiving scholarships and credits in the process. Through our partnership with parents and the wider community, many of our students have gone on to become positive role models and successful contributors to the communities in which they live and work. All of this has been achieved within a caring, Catholic ethos that embraces all denominations and which we know as the 'Family of St. Ignatius'.

St. Ignatius Catholic School has much to offer senior students who wish to continue their full-time education in a safe and supportive environment before going on to higher education or entering employment. We have a picturesque facility that is equipped for a modern curriculum, both of which are regularly updated for students to provide relevant courses and to improve the quality of the learning experience. We have enthusiastic, experienced, and dedicated teachers and support staff who are committed to high standards of education. Our class sizes are relatively small, and our student body is friendly and welcoming to new students. As a result, our students regularly achieve excellent grades in their external examinations and proceed to their first-choice universities around the world.

Our excellent AS and A Level examination results are matched by the level of guidance and support they receive for their university research and applications. The quality of our all-round provision and outcomes was recently confirmed by the Office for Educational Standards during their inspection of our school. The following areas were judged by the inspection team to be 'Excellent' in relation to Sixth Form (Post-16) provision:

- Students' academic attainment and progress
- Teaching, Learning and Assessment
- Curriculum
- Positive behaviour for good learning
- Students' civic and environmental understanding
- Health and Safety

In addition to the above, Support and Guidance for students was also judged to be Good. Some comments in the inspection report included the following:

- *"Students attainment and progress in the post-16 (Sixth Form AS and A level) phase was excellent."*
- *"Teaching in the Sixth Form was excellent."*
- *"Leadership and management were effective in the Sixth Form."*
- *"The wider curriculum was particularly strong with a broad range of subjects at AS and A Level."*

Our Sixth Form programme is extremely comprehensive. It is the only one on island to offer AS and A Level Law and Accounting, in addition to the many other subjects offered, and we are grateful to the two firms who kindly sponsor these courses. The Law course is sponsored by Campbells and the Accounting course is sponsored by KPMG, and we work closely with both firms in developing careers-related presentations and other extension activities in these areas.

As a student at St. Ignatius, you will receive high standards of academic preparation. 'A' level courses are recognized around the world for their academic rigour and as courses that thoroughly prepare students for higher education, as many of our former A level graduates have commented on their return. However, it would be wrong to believe that the experience you will gain will be solely academic. As a Sixth Form student, you will be given the opportunity for spiritual, moral, social, and cultural development through our weekly Mass, our community service programme and our broad and varied curricular and extra-curricular activities. Furthermore, you will have an opportunity to develop your leadership skills through positions of responsibility, such as Head Boy or Girl, Prefect or House Captain. We encourage our students to get involved both as a leader and as an enthusiastic participant in as many activities as possible, as evidence of such experience is highly valued, along with academic performance, by those who will ultimately review your applications for university, scholarships or for employment.

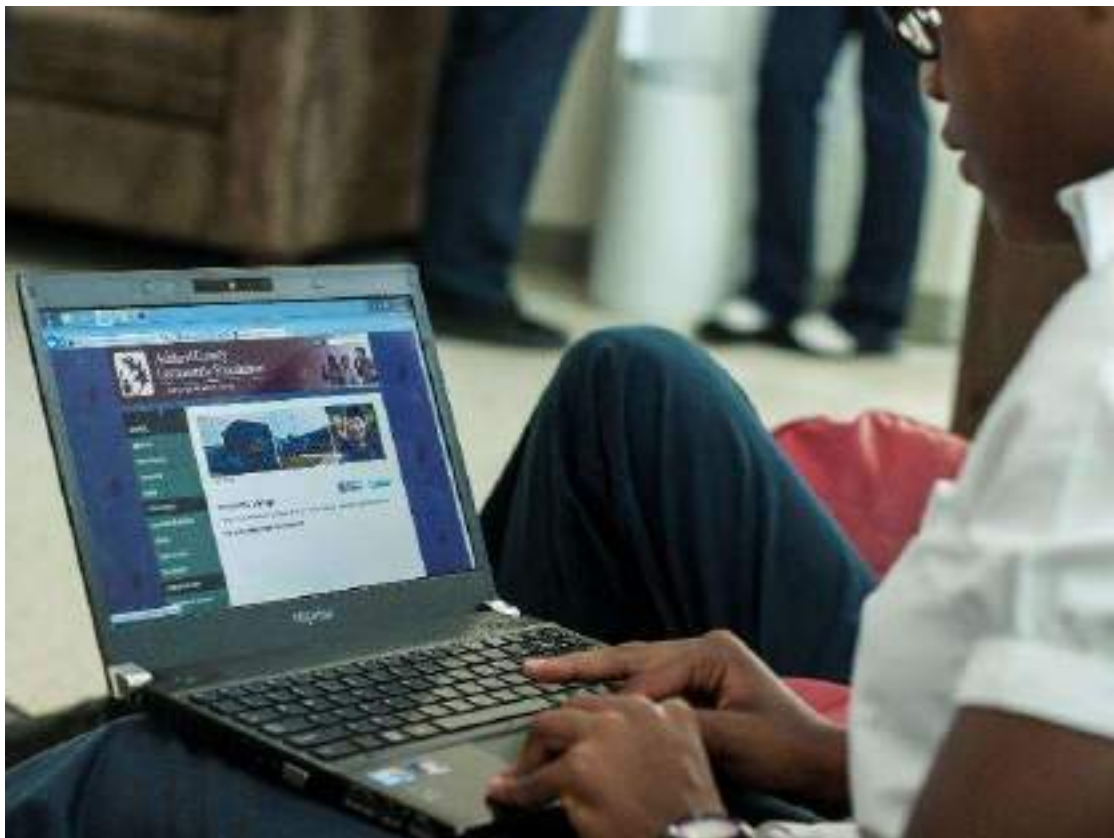
As a Sixth Form student, you will also receive certain privileges that reflect your growing maturity and status within the school, however these must be earned. Sixth Form students are only successful if a mature approach to studying, meeting work deadlines, and managing time effectively is adhered to. We monitor academic progress and personal

development very carefully, mainly for the benefit of students and parents, but also for future employers and university admissions staff.

In conclusion, we are proud of our reputation within the local community as a friendly and caring Catholic school with high standards and expectations in all aspects of its life and work. Should you choose to join us and are accepted we expect nothing less than that, as a member of the Sixth Form and the St. Ignatius family, you will play your part in maintaining this reputation by being a responsible, enthusiastic, and hard-working student who is an excellent role model for the younger members of the St. Ignatius family.

I firmly believe that you will discover that the St. Ignatius Catholic School Sixth Form is the right choice for you.

Peter Embleton – Head of Secondary



SIXTH FORM CURRICULUM

- The curriculum for Years 12 and 13 (Sixth Form) is based on the AS and A2 Examinations, which together make up a full Advanced Level.
- AS and A2 are pre-university courses of study, which along with the GCSE, provide a fully integrated curriculum for students in their final years of secondary education.
- The two main aims of the AS and A2 courses are:
 - to provide a broad and balanced pre-university qualification.
 - to provide professional assessment of students' performance and establish objective, internationally recognised standards of attainment.
- AS and A2 are accepted by all universities around the world as qualifications for entry and in some cases for advanced standing credit. The examinations are administered by Cambridge International Examinations (CIE), Eduqas or the Welsh Joint Education Committee (WJEC).
- AS and A2 are designed to cater for academically able students with courses written specifically as preparation for honours degree programmes.

SUBJECTS

- In the first year, students will normally study three or four AS subjects. Examinations for some of these subjects take place at the end of Year 12 and a student will receive an AS certificate, which shows the grades in each subject. Linear courses may not have an AS examination at the end of Year 12, as the entire A Level is taken in the same examination session. Some students may choose to leave at the end of Year 12 to enter higher education in the U.S.A. or Canada.
- In the second year, students take the A2 (second year) portion of the course. Examinations for these subjects take place at the end of the year and a student will receive an A Level certificate, which shows the grades in each subject over the two-year period. Some students choose to change an AS subject for another one rather than completing in into the A2 year.
- In addition to academic subjects, students will also attend classes in Physical Education. Each student must complete 20 hours of community service and most complete this in Year 12. All students at Saint Ignatius Catholic School also attend Mass once a week. Personal, Social, Health and Economic (**PSHE**) sessions and University Guidance sessions are also provided during which time students will receive help and guidance with their university and scholarship research and applications at the appropriate times.
- As some of our students move on to university in the United States, the school also provides all students with the opportunity to take the SAT (Scholastic Aptitude Test) course as part of their programme. This consists of two lessons per week (Maths and English) for an 8-week period leading up to the SAT examination.

- The AS/A2 subjects on offer are:

| | | | |
|---------------------|------------------|-----------|--------------------|
| Accounting | Biology | French | Physical Education |
| Business | Chemistry | Spanish | Travel & Tourism |
| English Literature | Physics | Geography | Religious Studies |
| Mathematics | Computer Science | Drama | Art & Design |
| Further Mathematics | History | Music | |
| Law | Marine Science | | |

Specific information about each of these subjects follows in Part B.

- Those candidates wishing to re-sit IGCSE examinations may occasionally do so in November (CIE examinations) however most re-sits occur in May/June. Decisions on re-sits will be taken in consultation with subject teachers and the Head of Sixth Form.

ENTRY REQUIREMENTS

AS Level

To be accepted to study AS courses in Year 12, students would have the following qualifications:

- a) 4 AS Levels – students will have 6 or more passes with grades at the A*/A/B range at IGCSE or CXC General Grade 1 and 2.
- b) 3 AS Levels – students will have 5 passes with a combination of B/C grades at IGCSE or CXC General Grade 1 and 2.

Students must achieve the specific entry grade for the subject to be eligible to take an AS course. These grades can be found in the subject pages (Part B).

It is normally expected that IGCSE/CXC English Language and Mathematics will be included in these passes, if not they will be required to retake them while in Year 12.

Students will only be accepted into Year 12 if they have previously demonstrated that they have a positive attitude to study and school. Students may be required to attend an interview in May/June with the Head of Guidance/Head of Sixth Form to discuss their academic progress, post-secondary education goals, contribution to school life and community service/extra-curricular involvement. Following the interview, candidates may be offered a conditional acceptance which will indicate the grades required on the Year 11 final examinations which are usually reported mid-August.

A2 (Full 'A' Level)

To be accepted into A2 courses in Year 13, students will be expected to have demonstrated that they have achieved a level of competence with an understanding of the AS course syllabus. This would normally require students to achieve a minimum of a 'D' grade at AS Level.

SIXTH FORM REGULATIONS

- Students will be expected to play a full part in the life of the school and provide positive leadership for the younger students.
- Year 12/13 students may be asked or given the opportunity to take on specific roles of responsibility, such as House Captains, Prefects or Student Council Representatives.
- Most students will have some time in the week when they are not in lessons. They will be expected to show that they can use this non-contact time for individual study, preparation, and research to complement their lesson time. Many of these study periods will be supervised by staff.
- Students will be allowed offsite at break and lunchtime provided they have the permission of their parents/guardian. Students are required to sign out and back in at the front office. All students must receive permission and sign out if they are to leave the campus during lesson time.

GRADUATION

- Students who successfully complete a two-year course of AS and A2 study and 20 hours of community service will graduate with the Advanced Diploma issued by the Board of Governors of the School.



HOW TO APPLY

St. Ignatius Catholic School Students:

- Students in Year 11 will be asked to complete an initial indication of interest and subject preference sheet in the year before the academic year they wish to join the Sixth Form. After the mock examinations, a review of subject choices will take place. Following this process, the Option Pools will be created, and prospective students will be asked to make their choices. Final confirmed choices, conditional to achieving the appropriate entry grades, will be sent out in May. An interview will not normally be required for St. Ignatius students wishing to proceed into Year 12 if they have achieved the minimum entry criteria.

Other Applicants:

- Parents wishing to make an application for a place for their son/daughter in Year 12, should please complete the application form (paper or online) and ask a senior teacher who knows their child well to complete the student profile. This profile is intended to be confidential. Once it is completed by the teacher concerned, it should be forwarded directly to St. Ignatius Catholic School.
- Once the application is received, the subject choices will be considered as well as the report on the student. If the report is favourable, there will then be an interview with the student. This may be followed by a conditional offer of acceptance. The school may refuse a place on the basis of the report or the past record for the student.
- Please contact the school office or website for specific information about fees.





Subjects



AS ACCOUNTING

AS Accounting is the follow-up course to IGCSE Accounting or CXC Principles of Accounts. It prepares students extremely well for future university or college courses as it covers both Financial and Managerial Accounting.

Course Content:

The content will include:

- The Accounting System
- Financial Accounting
- Financial Reporting and Interpretation
- Elements of Managerial Accounting

ASSESSMENT:

The assessment consists of two exams, which include multiple choice and structured questions.

Paper 1: 30% of AS mark
This paper consists of 30 multiple choice questions.

Paper 2: 70 % of AS mark
This paper consists of 4 problem solving questions.

If the student completes the full A Level, the AS grade will represent 50% of the final mark.

Entry requirements:

Students wanting to take the AS Accounting course must either have achieved a minimum of a C grade at the IGCSE level, or a Grade 1 at CXC.



A2 ACCOUNTING

The A2 Accounting course allows the student to obtain a full A Level in Accounting. Students who complete this course will often receive a credit for the equivalent course given during the first year of university or college and have often received private scholarships from large Accounting firms on the island.

Course Content:

The course covers some of the same topics as the AS level but in more advanced detail, as well as the following additional topics:

- Cash Flow Statements
- Capital Equity
- Business Purchase
- Published Company Accounts
- Interpretation and Analysis of Accounts
- Company Financing
- Budgets
- Standard Costing
- Investment Appraisal
- Consignment and Joint Venture Costing
- Auditing and Stewardship of Limited Companies
- Computerised Accounting Systems
- Activity Based Costing

Entry Requirement: Minimum grade of a D in AS Accounting. Students who obtain an AS grade lower than a C will be required to re-sit Papers 1 and 2 as well as Paper 3 in the final examinations.

Assessment:

Paper 3: 100 % of A2 mark
This paper consists of 6 problem solving questions.

The final grade for the full A Level consists of 50% for the AS grade and 50% for the A2 grade.



AS ART & DESIGN

Art and Design is a mode of expression and communication. It is concerned with visual perception and aesthetic experience and forms a language in addition to those used by literary, mathematical, scientific and factual-based subjects.

Most of the work is practical, studio-based activities which develop an ability to observe and analyse the visual world, sensitivity, skill, personal expression and imagination.

Course Content:

During the course the following areas will form the basis for set projects:

- Fine Art
- Textiles and Fashion
- Graphic Communication
- Three dimensional Design

Assessment:

Students must submit work for two components.

Component 1: Coursework: Students must submit one coursework project. Candidates research, develop and realise a project from one area of study in the syllabus content. There are two parts to the coursework: a portfolio which can be up to 10 A2 pages of preparation work and a final outcome.

Component 2: Externally set assignment: Question papers will be given to the students at least three weeks prior to the examination. Each student will choose one starting point and compile preparatory studies, up to 6 A2 pages. This work is taken into the examination and submitted with the Final piece for assessment. The examination will be a 15 hour controlled test.

Entry requirements: A* - C in IGCSE Art or equivalent.



A2 ART AND DESIGN

Component 3: Personal Investigation

Candidates investigate a theme, idea, concept or process that is personal to them.

There are **two** parts to the investigation:

- practical work **and**
- written analysis (1000–1500 words).

The practical work and written analysis must form an integrated submission.

| | |
|--|---|
| Component 1 Coursework 25% (Externally assessed by CIE) | Component 2 Externally set assignment 25% (Externally assessed by CIE) |
| Component 3 Personal Investigation 50% (Externally assessed by CIE) | |

AS candidates take Components 1 and 2 only = 50%
A Level candidates take Components 1, 2 and 3 = 100%

Entry requirements: Grade C or above at AS Level.



AS/A2 BIOLOGY

AS and A2 Level specifications in Biology aim to encourage students to:

- (a) Develop their interest in, and enthusiasm for the subject, including developing an interest in further study and careers in the subject;
- (b) Appreciate how society makes decisions about scientific issues and how Biology contributes to the success of the economy and society;
- (c) Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*;
- (d) Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

The AS and A Level course is split into two sections: the **core** syllabus and the **practical** work.

The core and practical content for both courses is taught as the following topics in varying depth:

| AS Level Biology study the following topics: | A2 Level Biology study the following topics: |
|---|---|
| 1 Cell structure | 12 Energy and respiration |
| 2 Biological molecules | 13 Photosynthesis |
| 3 Enzymes | 14 Homeostasis |
| 4 Cell membranes and transport | 15 Control and co-ordination |
| 5 The mitotic cell cycle | 16 Inheritance |
| 6 Nucleic acids and protein synthesis | 17 Selection and evolution |
| 7 Transport in plants | 18 Biodiversity, classification and conservation |
| 8 Transport in mammals | 19 Genetic technology |
| 9 Gas exchange | |
| 10 Infectious disease | |
| 11 Immunity | |

Entry requirements: Students require a B grade at IGCSE Mathematics or grade 1 at CXC Mathematics **and** Grade A* - B at IGCSE Biology or A*A* - AA at Double Award Coordinated Science or Grade 2 at CXC Biology and Mathematics.



Assessment:

AS have two theory papers and a practical examination.

- **AS Paper 1 Multiple Choice** 1 hour. Weighting is 31% of AS, 15.5% of A Level.
- **AS Paper 2 Structured Questions** (free response) 1 hour 15 minutes. Weighting is 46% of AS, 23% of A Level.
- **AS Paper 3 Advanced Practical Skills** (carry out practical work under timed conditions, collecting, recording and analysing data) 2 hours. Weighting is 23% of AS, 11.5% A Level. Maximum mark is 40.

A2 have two theory papers.

- **A Level Paper 4 Structured Questions** (free response) 2 hours. Weighting is 38.5% of A Level. Maximum mark
- **A Level Paper 5 Planning, Analysis and Evaluation** - 1 hour 15 minutes. Weighting is 11.5% of A level.

Difficulty

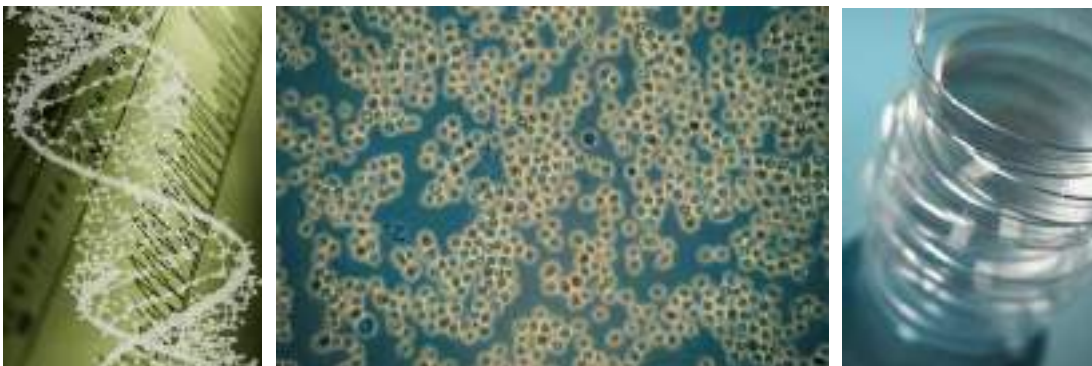
Biology is considered to be a challenging of A-level subject due to its conceptual difficulty and the amount of material needed to be recalled. Despite this reputation many students each year sit this qualification and gain the A grade.

Workload

The Biology course covers a significant amount of content. Each of the units listed above have multiple sub-topics of study. Students are required to complete notes, activities, practical reports, presentations, projects and revision tasks regularly. At times, it can be difficult to understand concepts and some concepts are the foundation for other topics, so perseverance and asking for assistance when needed are key.

Where can I go with A-Level Biology?

Universities value learners who have a thorough understanding of key concepts in biology, an in-depth knowledge of biology's most important themes and strong practical skills. Cambridge International AS and A Level Biology helps learners develop the knowledge and skills that will prepare them for successful university study. Our learners also develop lifelong skills of scientific enquiry, confidence in technology, and communication and teamwork skills.



AS BUSINESS

COURSE DESCRIPTION:

The AS Business Studies course provides an excellent introduction to business studies concepts, which are so vital in today's competitive market. Most of the major aspects of business studies theory are presented, but more precisely, the course will encourage students to:

- be concerned with decision-making processes in business organisations and how and why business organisations set objectives;
- provide factual knowledge of business and management concepts and appropriate terminology;
- develop the ability to organise and present ideas in a logical and appropriate form, as well as to integrate between subject areas;
- understand how organisations cope with constraints both internally and externally imposed;
- develop an understanding of the business environment.

The **CONTENT** will include:

Type and Extent of Business Units
The National Environment
The International Environment
The Market
The Product
Distribution and Selling
Costing and Pricing

Promotion
Management of the Marketing Mix
Production
Accounting
Sources and Uses of Finance
Human Resources Management
Analytical Tools

The **ASSESSMENT** consists of 2 exams, which include numerical and essay-type questions, as well as a comprehensive case study.

Entry requirements

Students require a A*-C at IGCSE Business Studies or Grade 1 / 2 at CXC Principles of Business. The school reserves the right to apply the condition of passing the Mock examinations in order to be entered for the final examinations. Students who have not completed a previous Business course will be considered depending on their work ethic, and whether they have achieved a minimum of a B grade in English and Mathematics, or a level 2 at CXC English and Mathematics.



A2 BUSINESS STUDIES

The A2 Business Studies course allows the students to obtain a full A Level in Business Studies. Many universities offer significant credit to students who have completed this level in Business Studies.

The A2 course covers the same basic topics as the AS Business Studies course, but in much more extensive detail. Other topics which are taught include:

- **Enterprise:** multinationals, privatisation, external influences [economic and non-economic] on business activity
- **People in organisations:** Human resource management, Organisational structure, Business communication
- **Marketing:** Marketing planning, Globalisation and international marketing
- **Operations and project management:** Operations planning, Capacity utilisation, Lean production and quality management and Project management.
- **Finance and accounting:** Costings methods, Budgets, Contents of published accounts, Analysis of published accounts, Investment appraisal
- **Strategic management:** This topic area investigates the strategic management process model of strategic analysis, strategic choice and strategic implementation. The associated strategic thinking and analysis tools that help to frame choices and put resulting strategies into action are also considered.

In assessments, more emphasis is put on Analysis and Evaluation than Knowledge and Application skills. 60% of marks will come from the ability to analyse and evaluate effectively.

The students will need to evaluate business evidence, explanation, argument, discussion and analysis in order to make reasoned judgements, present measured conclusions and, where appropriate, make recommendations for action and implementation.

The students will be required to have written and passed the first two examinations at the AS level. These marks will count for 50% of their final A Level mark. Students then write one 3-hour additional paper, which include a detailed Case Study to complete 6 essays [in addition to numerical questions]. This paper makes up the remaining 50% of the mark.

A2 Entry requirements: Grade C or above at AS Level.



AS CHEMISTRY

AS and A level specifications in Chemistry aim to encourage students to:

- develop their interest in, and enthusiasm for the subject, including developing an interest in further study and careers in the subject.
- appreciate how society makes decisions about scientific issues and how Chemistry contributes to the success of the economy and society.
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*.
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

The AS and A Level course is split into two sections: the **core** syllabus and the **practical** work. The core and practical content for both courses are taught as the following topics in varying depth:

Physical chemistry

Atoms, molecules and stoichiometry

Atomic structure

Chemical bonding

States of matter

Chemical energetics

Electrochemistry

Equilibria

Reaction kinetics

Inorganic chemistry

The Periodic Table: chemical periodicity

Group 2

Group 17

Nitrogen and sulfur

Transition elements

Organic chemistry

An introduction to organic chemistry

Hydrocarbons

Halogen derivatives

Hydroxy compounds

Carbonyl compounds

Carboxylic acids

Nitrogen compounds

Polymerisation

Analytical techniques

Organic synthesis

Assessment:

AS have two theory papers and a practical examination.

- AS Paper 1 Multiple Choice** (40 questions, 30 direct choice and 10 multiple completion type) 1 hour. Weighting is 31% of AS, 15.5% of A Level. Maximum mark 40
- AS Paper 2 Structured Questions** (variable number of question of the free response type) 1 hour 15 minutes. Weighting is 46% of AS, 23% of A Level. Maximum mark is 60
- AS Paper 3 Advanced Practical Skills** (carry out practical work under timed condition, collecting, recording and analysing data) 2 hours. Weighting is 23% of AS, 11.5% A Level. Maximum mark is 40.

Entry requirements: Students require a A* - B grade at IGCSE Chemistry and Mathematics or Grade A*A* - AA at Double Award Coordinated Science or Grade 2 at CXC Chemistry and Mathematics.

A2 CHEMISTRY

A2 Chemistry builds upon the knowledge gained at GCSE but goes much further revealing some significant simplifications taught at GCSE. Ideally you should achieve a grade BB in the double award science for sufficient preparation for A-level. It contains a slightly greater level of mathematical content and overlaps with some topics taught in Physics and Biology. By taking Chemistry you develop some very useful skills that can be applied well outside of the subject discipline. As a result, it's a highly respected and useful qualification for higher education and employment in a wide range of areas.

Difficulty: Chemistry is considered to be amongst the most challenging of A-level subjects due to its conceptual difficulty and the amount of material needed to be recalled. Despite this reputation many students each year sit this qualification and gain the A grade.

Workload: It depends considerably on your ability to understand concepts. If you can pick up things quickly, you'll have reinforcing work outside of the lesson. At times, it can be difficult to understand concepts so make sure you get your teacher to explain it again and again and again until you do. Depending on how difficult you find the material you may find yourself spending a significant amount of time trying to get your head around certain concepts.

Assessment:

A2 have two theory papers:

- **A Level Paper 4 -Structured Questions** (free response questions) 2 hours.
 - Weighting is 38.5% of A Level. Maximum mark
- **A Level Paper 5 -Planning, Analysis and Evaluation** (questions based on planning, analysis and evaluation) 1 hour 15 minutes.
 - Weighting is 11.5% of A Level. Maximum mark 30

Where can I go with a Chemistry A-Level: An A Level in Chemistry can open so many doors for you in the future. It is seen as a challenging, academic and rigorous A Level that will impress universities and employers. A level Chemistry can lead to many careers in healthcare such as medicine, pharmacy and dentistry but is also extremely useful in careers in the biological sciences, physics, mathematics, pharmacology and analytical chemistry. Chemistry is also taken by many law applicants as it shows you can cope with difficult concepts. You need Chemistry to study Medicine or Veterinary Medicine and most universities ask for an A grade.



AS/A2 COMPUTER SCIENCE

The aim of the Cambridge International AS and A Level Computer Science syllabus is to encourage learners to develop an understanding of the fundamental principles of computer science and how computer programs work in a range of contexts.

Learners will study topics including information representation, communication and Internet technologies, hardware, software development, and relational database modelling. As they progress, learners will develop their computational thinking and use problem solving to develop computer-based solutions using algorithms and programming languages. This course will help learners develop a range of skills such as thinking creatively, analytically, logically and critically.

Critical thinking is integral to successful careers in the 21st Century. Look at the question below. Where is the error? How might you go about solving this problem?

Hint: You don't need to know ANYTHING about binary theory to solve it.

- (b) Describe how parity can be used to identify and correct the single error in this transmitted data block.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
| 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 |
| 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 |
| 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 |
| 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
| 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |

Parity byte

Problem solving is at the core of Computer Science and whilst strong maths is important the ability to deploy a range of problem-solving skills is even more so. Not all the course is 'tech' though, Computer Science exists as a function of many human factors and these are looked at from a moral, legal and operation perspective.

Interested? If you have ambitions to move into any field that requires you to break down complex issues and find innovative solutions Computer Science fits the bill.



A2 Computer Science:

A2 Computer Science follows on from the AS and looks at similar topics in more depth.

Included:

- Networking (including web protocols)
- Further programming in both low and high level languages
- Software Development
- Data representation

Assessment:

AS Computer Science: There are two written papers of equal weighting each year:

Paper 1: Theory fundamentals (50% AS or 25% A level)

Paper 2: Fundamental problem solving and programming skills with pre-release material as the basis of some of the questions. (50% AS or 25% A level)

A2 Computer Science: There are two written papers of equal weighting each year:

Paper 3: Advance theory (25% A level)

Paper 4: Advanced problem solving and programming skills with pre-release material as the basis of some of the questions. (25% A level)

Entry requirements:

To be accepted on this course, students require a Grade B at IGCSE Computer Science. If a student has not taken IGCSE Computer Science they can be accepted with Grade A/1 at GCSE/CXC in Mathematics, a B/2 in English Language and approval by the Head of Computer Science.



AS DRAMA

Drama is a highly creative and expressive subject with students learning a range of transferable skills across the A Level course. Students will be required to attend theatre performances throughout AS and A2 to fully prepare them for the final written examination.

Course Content AS:

| | |
|---|--|
| Unit 1 – Theatre Workshop | 24% of qualification - 90 marks |
| Theatre Workshop Students will participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. | |
| Assessment <ul style="list-style-type: none">• Researching, Developing and Reflecting including creative log• Realising – final performance• Evaluating All work is internally assessed and externally moderated in March/April. | |

| | |
|---|--|
| Unit 2 - Written Paper (1 ½ hour paper) | 16% of qualification – 60 marks |
| Text in Context Externally assessed written paper taken during examination period. | |
| Assessment Section 1 Students will answer a series of structured questions on a chosen set text. The majority of questions will be based on a specified extract from the text. Section 2 Students will analyse and evaluate one live theatre production they have seen as part of the course and discuss how it has influenced their artistic choices in relation to the set text. | |



A2 DRAMA

| | |
|---|---|
| A2 Unit 3 – Text in Action | 36% of qualification - 120 marks |
| Text in Action Students will participate in the creation, development and performance of two pieces of theatre based on a stimulus provided by WJEC: <ul style="list-style-type: none">• A devised piece using the techniques and working methods of an influential theatre practitioner.• An extract from a text in a different style chosen by the learner. | |
| Assessment <ul style="list-style-type: none">• Final performance of both Devised and Scripted pieces.• Report analysing and evaluating the rehearsal process and final performances of practical pieces. All work is externally assessed in March/April. | |

| | |
|---|--|
| A2 Unit 4 - Written Paper (2 ½ hour paper) | 24% of qualification – 95 marks |
| Text in Performance Externally assessed written paper taken during examination period. | |
| Assessment Students will answer two questions on two different set texts studied throughout the A2 course. Section A Students will answer questions on one of their set texts based on their concepts for the design of the play. Section B Students will answer questions on their second set text. Questions will be based on directorial concepts and the analysis of live theatre performances. | |

Entry Requirements: It is recommended that students wishing to take AS Drama have obtained a C grade in GCSE Drama. It is also preferable that students have a B grade in GCSE English Literature. Students without these prerequisites may still be admitted at the discretion of the Head of Drama.



AS ENGLISH LITERATURE

The AS Literature course is divided into two sections:

- Drama and Poetry (two texts studied, one of each)
- Prose and Unseen

The weighting for each component is as follows:

| Paper | Weighting |
|---|-----------|
| <ul style="list-style-type: none">• P1 Drama (Shakespeare) and Poetry | 50% |
| <ul style="list-style-type: none">• P2 Prose (short stories) and Unseen texts | 50% |

Assessment Objectives:

By the end of the course the successful student should be able to demonstrate understanding in the following areas:

The ability to respond to texts in the three main genres (prose, poetry, drama) and from different cultures;

The ways in which writers' choices of form, structure and language shape meanings;

The ability to produce informed, independent opinions and judgements on literary texts;

The ability to communicate clearly the knowledge, understanding and insight appropriate to literary study;

The ability to appreciate and discuss varying opinions of literary works.

And must possess the following skills:

Appreciate literature in English in a range of texts and from different time periods;

Read, analyse and communicate an informed response;

Understand how wider reading contributes to personal development.

Course content:

Texts are studied from a range of time periods. Lessons consist of annotating texts, exploring texts in terms of theme, character, language, and responding to how writers write. Frequent assessments and graded timed essay responses are completed in and out of lesson time with focus on close skills of analysis. Each text studied has a choice of two questions: an essay based question and a passage based question. The unseen unit gives a choice of two different unseen text types. Students spend time learning how to shape their writing in a mature and sophisticated manner and to respond to texts effectively.

Entry requirements:

Each student beginning this course must have obtained a Grade A or above in both IGCSE Literature and Language. Students entering with CXC qualifications require a Grade 1 for Language and Literature. Students are expected to be familiar with Shakespeare. Students who have not studied Shakespeare will be asked to read texts prior to commencing the course and will sit a baseline test to gauge suitability.

A2 ENGLISH LITERATURE

The A2 English Literature course is divided into three* sections:

- Shakespeare and Drama (two texts studied);
- Pre- and Post- 1900 Poetry and Prose (two texts studied).

The weighting for each component is as follows:

| Paper | Weighting |
|--------------------------------------|-----------|
| • P3 Shakespeare and Drama | 25% |
| • P3 Pre- and Post- Poetry and Prose | 25% |

**The remaining 50% comes from the AS grade.*

Assessment objectives:

By the end of the course the successful student should be able to demonstrate understanding in the following areas:

The ability to respond to texts in the three main genres (prose, poetry, drama) and from different cultures;

The ways in which writers' choices of form, structure and language shape meanings;

The ability to produce informed, independent opinions and judgements on literary texts;

The ability to communicate clearly the knowledge, understanding and insight appropriate to literary study;

The ability to appreciate and discuss varying opinions of literary works.

And must possess the following skills:

Appreciate literature in English in a range of texts and from different time periods;

Read, analyse and communicate an informed response;

Understand how wider reading contributes to personal development.

Use critical materials and theory to drive sophisticated analytical writing

Course content:

Two plays are studied. A Shakespeare play has to be studied, along with another text. The pre-20th Century text is usually a prose text studied alongside modern poetry. You will be asked to focus on the language used and how writers write. Being able to give an informed opinion on what you have read is vital, however at A2 the emphasis is very much on analytical essays and the incorporation of critical theory.

Entry requirements: It is **strongly advised** that each student beginning the course has obtained a Grade B or above in AS English Literature in order to complete this course successfully.



AS/A2 FRENCH

French is spoken in many areas of the world and can be very useful language. In the Caribbean, several islands use it as a first language and it is an asset when seeking employment. For students who intend to study in Europe or Canada particularly, French can be a requirement. On a more personal basis, speaking one or more foreign languages is an enjoyable way to communicate and discover different cultures.

Students follow the Eduqas AS/A Level specifications and teachers use a variety of course books, newspaper articles and magazines to facilitate the learning. The department tries to make use of ICT and other available resources as much as possible to give the students as much authentic listening material as possible.

The course is a very current and 'live' course, which focuses on current affairs and facts in the French speaking world. The literature and historical aspects of the course develop a greater knowledge of the language as well as the history and culture of France and French speaking countries.

For Year 12 and 13 classes in French are based on students' options and GCSE performance. However, as in all years, all work and resources are differentiated accordingly depending on the group and the abilities within each group. Students are regularly assessed using the AS/A Level criteria to allow them to see their progression and targets are set in line with their predictions, with which, we track their progress through lessons and homework.

The AS examination is assessed in the following way:

Component 1: Speaking

Speaking assessment: 12-14 minutes (plus additional 15 minutes preparation time)

30% of qualification

Discussion on two picture stimulus cards: 6-7 minutes for each card. Each card is based on one of the set themes.

Component 2: Listening, Reading and Translation

Written examination: 2 hours

50% of qualification

Section A: Listening

Section B: Reading

Section C: Translation – from French into English and English into French

Component 3: Critical response in writing (closed-book)

Written examination: 1 hour 15 minutes

20% of qualification

One essay question based on the study of one literary work or film from the prescribed list-decided by the class teachers.

Besides the study of the prescribed text for critical response in writing element, the AS Level topics to be studied are as follows:

| | | |
|--------------------------|---|--|
| Areas of interest | Social issues and trends | Political, intellectual and artistic culture |
| Themes | Being a young person in French-speaking society | Understanding the French-speaking world |
| Sub-themes | <p>Families and citizenship <i>Changing family structures; the changing nature of marriage and partnership; being a good citizen</i></p> <p>Youth Trends and personal identity <i>Trends in fashion; how young people respond to modern technology; relationship with others and peer pressure</i></p> <p>Education and employment <i>The education system and student issues; work and travel opportunities and the changing work scene</i></p> | <p>Regional culture and heritage in France, French speaking countries and communities <i>Festivals; customs and traditions; historical sites; museums and galleries</i></p> <p>Media, Art, Film and music in the French speaking world <i>Trends in media and art; film and music in the lives of young people</i></p> |

The French A Level examination is assessed in the following way:

Component 1: Speaking

Speaking assessment: 21-23 minutes (including 5 minutes preparation) 30% of qualification
Task 1

- (a) Presentation of independent research project (2 minutes) –topic decided by student
- (b) Discussion on the content of the research project (9-10 minutes)

Task 2

Discussion based on a stimulus card relating to one of the themes studied
(5 minutes preparation time followed by 5-6 minutes discussion)

Component 2: Listening, Reading and Translation

Written examination: 2 hours 30 minutes

50% of qualification

Section A: Listening

Section B: Reading

Section C: Translation – from French into English and English into French

Component 3: Critical and analytical response in writing (closed-book)

Written examination: 2 hours

20% of qualification

Two essays – one based on a literary work and the second on an additional literary work or film from the prescribed list – decided by the class teachers

Besides the study of the prescribed text for critical response in writing element and the research topic for the oral, the new A Level topic to be studied are as follows:

| | | |
|--------------------------|--|--|
| Areas of interest | Social issues and trends | Political, intellectual and artistic culture |
| Themes | Being a young person in French-speaking society | Understanding the French-speaking world |
| Sub-themes | <p>Families and citizenship <i>Changing family structures; the changing nature of marriage and partnership; being a good citizen</i></p> <p>Youth Trends and personal identity <i>Trends in fashion; how young people respond to modern technology; relationship with others and peer pressure</i></p> <p>Education and employment <i>The education system and student issues; work and travel opportunities and the changing work scene</i></p> | <p>Regional culture and heritage in France, French speaking countries and communities <i>Festivals; customs and traditions; historical sites; museums and galleries</i></p> <p>Media, Art, Film and music in the French speaking world <i>Trends in media and art; film and music in the lives of young people</i></p> |
| Themes | Diversity and difference | France 1940-1950: The occupation and post war years. |
| Sub-themes | <p>Migration and integration <i>Reasons for migration; Factors which make migration and integration easy/difficult</i></p> <p>Cultural identification and marginalisation <i>Reasons for marginalisation; ways to eliminate marginalisation</i></p> <p>Cultural enrichment and celebrating difference <i>The positive aspects of a diverse society</i></p> <p>Discrimination and diversity <i>Life for those who are discriminated against</i></p> | <p>June 1940-May 1945 <i>Life in occupied France; The French Resistance</i></p> <p>The cultural dimension in occupied France <i>The political context in theatre and cinema productions</i></p> <p>1945-1950 <i>Rebuilding and restructuring society in post-war years</i></p> |

Entry requirements: - AS Level- A*-B in GCSE French or equivalent
A Level- Grade C or above at AS Level



AS/A2 GEOGRAPHY

Overview:

The Geography syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills.

The syllabus is wide-ranging and comprises a variety of options.

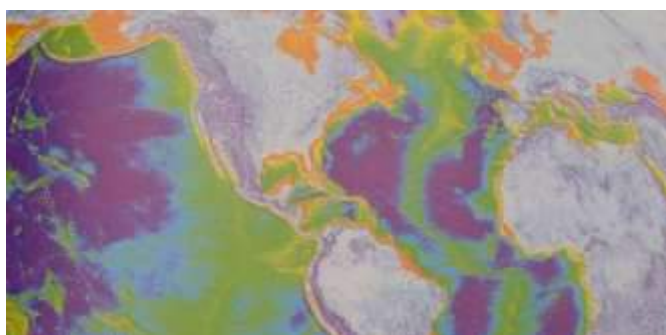
At AS Level, learners study a range of 6 topics:

| Physical Topics | Human Topics |
|---|---|
| <ul style="list-style-type: none">• hydrology and fluvial geomorphology• atmosphere and weather• rocks and weathering | <ul style="list-style-type: none">• population change• migration• settlement dynamics |

At A2 Level, learners choose 2 topics from each of the 2 categories:

| Physical Topics | Human Topics |
|---|---|
| <ul style="list-style-type: none">• Tropical environments• Coastal environments• Hazardous environments• Hot arid and semi-arid environments | <ul style="list-style-type: none">• Production, location and change• Environmental management• Global interdependence• Economic transition |

Students at St. Ignatius School will be following the Cambridge International A Level, allowing them to take a global view of the discipline of Geography, moving beyond the limits of our national geography and examining the contexts and varieties which occur across the globe. Balanced evenly between the physical and human aspects of the discipline, there is something of interest for every geographer. Classwork is supplemented with investigative studies to embed learning.



Assessment:

| Component | Weighting | |
|--|-----------|---------|
| | AS Level | A Level |
| Paper 1 Core Physical Geography 1 hour 30 minutes Section A: Three data response questions (30 marks) Section B: One structured question from a choice of three (30 marks). 60 marks | 50% | 25% |
| Paper 2 Core Human Geography 1 hour 30 minutes Section A: Three data response questions (30 marks) Section B: One structured question from a choice of three (30 marks). 60 marks | 50% | 25% |
| Paper 3 Advanced Physical Geography Options 1 hour 30 minutes Candidates answer questions on two of the optional topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks). 60 marks | – | 25% |
| Paper 4 Advanced Human Geography Options 1 hour 30 minutes Candidates answer questions on two of the optional topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks). 60 marks | – | 25% |

Entry requirements:

- IGCSE or GCSE Geography: Grades A*-B
- CXC Geography: Grades

Those who have not studied Geography previously will not be accepted owing to the extensive knowledge gaps.



AS/A2 HISTORY

Aims:

In a rapidly changing world, Advanced Level History gives students the opportunity not only of studying aspects of the past, but also of developing an understanding of the complexity of human societies and of acquiring a range of skills which are useful in everyday life. The study of History should produce greater understanding of the present, not because events repeat themselves, but because all political, social, cultural and economic developments have their roots in the past, and cannot be explained without reference to these roots. The study of history encourages students to use independent study skills, to read widely, write fluently, and to develop the capacity to formulate and justify their own ideas about the past.

Course content:

AS History

The Origins of the Civil War, 1846-1861 (component 1)

The History of the USA, 1840-1941 (component 2)

A2 History

The Origins and Development of the Cold War, 1941-1950 (component 3)

The History of the USA, 1945-1990 (component 4)

Assessment for AS/A2:

Students take two examinations at the end of the AS components (40% component 1 & 60 % component 2) and another two examinations at the end of the A2 components (40% component 3 & 60% component 4). The full A Level grade is calculated as follows; 50% AS grade and 50% A2 grade.

Entry requirements:

A* - B at IGCSE or CXC General Proficiency Grade I. Otherwise entry is at the discretion of the teacher.



AS LAW

Overview

The AS Law course examines the structure and operation of the English Legal System. It does so over three units of study:

1. Sources of Law
2. Machinery of Justice
3. Legal Personnel

Together, these topics provide a detailed insight into the origins and development of law, the functions and procedures of legal institutions and of the roles of those working within those institutions. Study of this component will provide candidates with a thorough understanding of law and the legal process.

Aims

The aims of the AS LAW course are:

- To provide an introduction to legal concepts and rules and the machinery involved in their introduction, application and enforcement;
- To encourage candidates to explore and understand the substantive rules of law;
- To explore and critically assess the value of legal rules, processes and institutions;
- To develop skills of communication, interpretation, reasoning and analysis.

Assessment:

The course is assessed over two papers:

| Paper | Type | Duration | Number of questions | Maximum Mark | Weight |
|-------|---------------|--------------|---------------------|--------------|--------|
| 1 | Essay | 1 hr 30 mins | 3 from 6 | 75 | 60% |
| 2 | Data Response | 1 hr 30 mins | 1 from 2 | 25 | 40% |

Assessment Objectives

Candidates are expected to demonstrate:

- Knowledge and Understanding - recall, select, use and develop knowledge and understanding of legal principles and rules by means of example and citation;
- Analysis, Evaluation and Application - analyse and evaluate legal materials, situations and issues and accurately apply appropriate principles and rules;
- Communication and Presentation - use appropriate legal terminology to present logical and coherent argument and to communicate relevant material in a clear and concise manner.

Entry requirements: A strong overall academic profile is required for entry to the course, with students demonstrating that they have achieved seven B grades or above. A minimum of a Grade A in English Language B in English Literature at IGCSE is required or a 1 / 2 at CXC.



A2 LAW

Overview

The A2 LAW course builds on knowledge and skills acquired in the AS Law course (the successful completion of which is a pre-requisite for the A2 course) by examining two areas of substantive law - the law of contract and the law of tort. Candidates will cover key elements of those subjects as follows:

Law of Contract

- Formation of Contracts
- Contents of Contracts
- Vitiating Factors
- Remedies for Breach of Contract

Law of Tort

- Negligence
- Occupier's Liability
- Private Nuisance and Rylands v Fletcher
- Trespass
- Remedies

Aims

The aims of the A2 LAW course are:

- To provide an introduction to the legal concepts, principles and policy relating to the law of contract and the law of tort;
- To encourage candidates to explore and understand the relevant substantive rules of law;
- To explore and critically assess the value of the relevant legal principles and related policy;
- To develop skills of communication, interpretation, reasoning and analysis relating to such subject-matter

Assessment

The course is assessed over two papers:

| Paper | Type | Duration | Number of questions | Maximum Mark | Weight |
|-------|-------------------|--------------|---------------------|--------------|--------|
| 1 | Essays & Problems | 1 hr 30 mins | 3 from 6 | 75 | 50% |
| 2 | Essays & Problems | 1 hr 30 mins | 3 from 6 | 75 | 50% |

Assessment Objectives

Candidates are expected to demonstrate:

- Knowledge and Understanding - recall, select, use and develop knowledge and understanding of legal principles and rules by means of example and citation;
- Analysis, Evaluation and Application - analyse and evaluate legal materials, situations and issues and accurately apply appropriate principles and rules;
- Communication and Presentation - use appropriate legal terminology to present logical and coherent argument and to communicate relevant material in a clear and concise manner.

Entry requirements: Students must achieve at least a D grade at AS Level though a C grade is preferred.

AS/A2 Marine Science

Prior learning

Candidates who are beginning this course must have previously completed a CXC/GCSE course in Biology or Double Award Science. CXC or GCSE Geography would be an asset.

Progression

Cambridge International A Level Marine Science provides a suitable foundation for the study of Marine Biology or Environmental Science or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in shipping, fisheries, tourism or aquaculture, or as part of a course of general education.

Aims

AS and A Level specifications in Marine Science aim to provide a worthwhile educational experience for all candidates, whether or not they go on to study a related subject beyond this level. More specifically the course aims to enable students to:

- become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific importance,
- recognise the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life,
- be suitably prepared for studies beyond Cambridge International A Level in subjects relating to the marine environment, in further or higher education, and for professional courses
- be able to undertake coastal field research, collect, analyse and present findings
- develop a good understanding of the impact of physical and human geography on marine environments
- enhance their understanding of the relevance of marine science to society.
- stimulate interest in, and care for, the local and global environment, and to understand the need for conservation.

Topics Studied

The syllabus for the course is taught as the following topics:

AS Marine Science

Water

Earth processes

Interactions in Marine Environments

Classification and Biodiversity

Examples of Marine Ecosystems

Practical Skills



A2 Marine Science
Physiology of marine organisms
Energy
Fisheries for the future
Aquaculture
Human impacts on marine ecosystems
Practical skills

Assessment:

Students are assessed by answering **two** written examination papers at each level.

AS:

Paper 1: Structured questions on AS topics (1h 30 mins) 50 % of AS course

Paper 2: Data-handling questions (20 marks) and
2 Free response questions (15 marks each) 50% of AS course

A2:

Paper 3: Structured questions on A2 topics making links to AS topics where appropriate. 50% of A2 course

Paper 4: Data-handling questions (20 marks) and
2 Free response questions (15 marks each) 50% of AS course

The full A Level grade will be calculated using 50% AS grade and 50% A2 grade.

Entry requirements:

Students must have a Grade A* - C at IGCSE in Biology or Double Award Science (or CXC Grade 1-2 Biology) **and** a Grade C in Mathematics. Students are required to participate in all field activities, which will require some swimming. Students who are not strong swimmers will be required to wear a PFD.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except syllabuses with the same title at the same level.



AS/A2 MATHEMATICS

Why take A Level Mathematics?

- One of the reasons mathematics is so useful in the modern world is that the amount of technology we are using is increasing all the time. New technology relies on mathematics.
- It will help you in your other A-Level Subjects:
 - Physics, Chemistry, Biology, Computing, Geography, Business Studies
- It is well respected by employers and admissions tutors for all degree subjects
- A Level Maths gives you transferable skills for the real world
 - Logical Skills, Analytical Skills, Problem Solving
- On average people who have done A Level Maths earn 10% more than those who haven't. Even those who don't get the top grades earn 8% more.

Course Description:

CIE A Level Mathematics is a 2-year course that builds on the skills acquired at IGCSE (or equivalent) level.

Successful candidates gain lifelong skills, including:

- a deeper understanding of mathematical principles;
- the further development of mathematical skills including the use of applications of mathematics in the context of everyday situations and in other subjects that they may be studying;
- the ability to analyse problems logically, recognising when and how a situation may be represented mathematically;
- the use of mathematics as a means of communication;
- a solid foundation for further study.

AS Mathematics is the first year of a 2-year course but is an independent qualification. The students will study Pure Mathematics Module 1 and one Applied Mathematics Module.

A2 Mathematics is the second-year course and continues with the study Pure Mathematics Module 3 and one Applied Mathematics Module.

Assessment:

There is no coursework component to this course. Students will be expected to write 3 papers per year.

Year 12: Pure 1 and Applied 1 (either Statistics 1 or Mechanics 1),

Year 13: Pure 3 and Applied 1 (either Statistics 1 or Mechanics 1).

Weighting – Pure modules = 60%, Applied modules 40%.

Entry requirements: AS Level - A* - A in IGCSE Mathematics or CXC Grade 1.
A2 Level – successful completion of AS



AS/A2 MUSIC

The course allows students to study music in an integrated way: composing, performing and listening are linked. The course is offered from the WJEC & Cambridge Boards, depending on the strengths of the candidates in the group. It allows students to study music as a practical, intellectual and creative subject with the opportunity to specialise in performing or composing during the second year. It recognises that we live in an age of cultural diversity and the areas of study cover a wide range of music.

AS Music

Unit 1 - Performing

Students must study an instrument or voice and record a solo and/ or ensemble pieces lasting between 8 and 12 minutes at approximately Trinity/Guildhall Grade 6-7 standard.

They must also perform throughout the course. This must include a solo performance and/or a performance of one of their compositions. Group performance and direction is also compulsory. Students are marked on all performances and a recording of a solo is sent as evidence of the standard reached.

Unit 2 - Composing

Students work on **composition exercises** which are examined in the Spring term. These include techniques for using chords, textures, scales, series and timbres.

Students also have to write **two contrasting compositions**, one of which will reflect the music studied in the Listening and Appraising unit.

Unit 3 - Listening and Appraising

Students study music of the Baroque, Classical, Romantic and 20th Century periods.

Two examinations are sat in the:

- 1) Music of the Western Classical Tradition.
- 2) Historical and analytical study of two groups of set works from Chamber Music to Rock & Pop.

Entry requirements: A* - C in EACH UNIT above in IGCSE Music or equivalent.



A2 Music

Unit 4 – Performing

Students present a **20 minute recital** which is recorded and submitted to the board. Students are expected to **perform throughout the course** and to develop their skills to a higher standard than in the previous year. Students may perform on one or more instruments or voice at Grade 7-8 level. One of the pieces **must** be selected from the 20th Century repertoire.

Packages are also available to support the teaching of composing techniques and students have access to Finale and recording equipment to record and notate compositions.

All students are required to take instrumental or/and vocal lessons and to perform in the various ensembles and events which take place throughout the year.

Unit 5 - Composing

This unit consists of two options. Either:

1) A Board set composing test of **2 hours** taken in June under exam conditions and marked **by the Board**.

Or

2) **Three contrasting compositions.**

Unit 6 – Listening and Appraising

This area of study requires two examinations in:

1) **The music of the 20th Century; and**

2) **Historical and Analytical Study of one set work from the 20th Century repertoire e.g. Debussy, Stravinsky and Schoenberg.**

All students in AS/A level music are required to take instrumental and/or vocal lessons and to perform in the various ensembles and events which take place throughout the year.

Entry requirements: Grade C or above at AS Level.



AS/A2 PHYSICAL EDUCATION

The AS and A2 Level syllabus in Physical Education has the following aims:

- to provide a knowledge and understanding of the conceptual basis, structure and function of a selection of physical education activities
- to develop understanding and problem-solving skills (interpretation and evaluation)
- to develop planning and practical skills for effective performance
- to foster an ability to relate practice to theory, and theory to practice
- to develop an understanding of the physiological, socio-cultural and psychological factors which influence physical education
- to provide an experience which is valuable, both as a means of personal development and as a foundation for employment or more advanced study

Content

At AS Level the following content is examined in **Component 1**:

Section A: Applied anatomy and physiology. This section examines the role of the cardiovascular, respiratory and musculo-skeletal systems and their application to physical activity and sport.

Section B: Acquiring, development and performing movement skills. This section analyses skill acquisition- how to classify skills and how theories of learning relate to motor skill development, and the importance of information processing models.

Section C: Contemporary studies in physical education and sport. This section explores current issues within sport- mass participation, the development of elite sport, concepts of physical activity and sport and issues such as drugs, violence, the media and the commercialisation of sport.

Component 2- AS coursework.

Candidates will follow a minimum of two activities from the activity profiles offered. Assessment will take place in conditioned competitive situations/prescribed situations. (2 × 30 marks).

Candidates will also produce a written action plan. Candidates should design, explain and follow an action plan for improvement in one of their chosen activities (30 marks). Coursework will be internally assessed and externally moderated by Cambridge.

At A2 Level the following content is examined in **Component 3**:

Section A: Exercise and sport physiology. This section explains how different energy systems combine to allow participation in a range of different sports. It also examines how knowledge and understanding the principles of training and components of fitness can be effectively utilised to improve fitness and performance.

Section B: Psychology of sport performance. A sports psychology module, this section examines both individual aspects of performance (such as the effect of personality, attitudes and motivation) as well as the group dynamics of sporting performance. Mental preparation and strategies to improve this are also a key part of the section.

Section C: Olympic Games: a global perspective focuses directly on the Olympic Games- the history, development, commercialisation and political impacts are all examined in depth, as well as contemporary issues such as discrimination and doping.

Component 4- A2 coursework.

A Level Coursework Candidates will follow a minimum of two activities from the activity profiles offered. Assessment will take place in an open environment (effective performance). (2 × 30 marks) Candidates will be required to evaluate and appreciate a live performance in one of their chosen activities. (30 marks) Coursework will be internally assessed and externally moderated by Cambridge.

Assessment

| Component | Type of Assessment | Weighting (%) | |
|-----------|---|---------------|----|
| | | AS | A2 |
| 1 | AS Written paper (2 ½ hours) Three compulsory questions | 70 | 35 |
| 2 | AS Coursework Centre based assessment | 30 | 15 |
| 3 | A Level Written paper (2 ½ hours) Three compulsory questions | - | 35 |
| 4 | A Level Coursework Centre based assessment | - | 15 |

Entry requirements

It is highly recommended that learners who are beginning this course should have previously completed a Cambridge IGCSE course in Physical Education or the equivalent and have achieved at least a B grade. As part of the course is examined practically, regular competitive participation in at least one sport is required.



AS/A2 PHYSICS

Entry requirements: Students require an A* - A grade at IGCSE Mathematics or grade 2 at CXC Mathematics **and** Grade A* - B at IGCSE Physics or A*A* - AA at Coordinated Science or Grade 2 at CXC Physics.

AIMS OF THE COURSE:

This syllabus is designed to:

- Give a thorough introduction to the study of Physics and scientific method.
- Develop skills and abilities that are relevant to the safe and effective practice of science and to everyday life.
- Foster a concern for accuracy and precision, objectivity, integrity, the skills of enquiry,
- Use initiative and inventiveness and to emphasise the understanding and application of scientific concepts and principles, rather than just the recall of factual material.
- To enable candidates to become confident citizens in a technological world and to take an informed interest in matters of scientific importance.

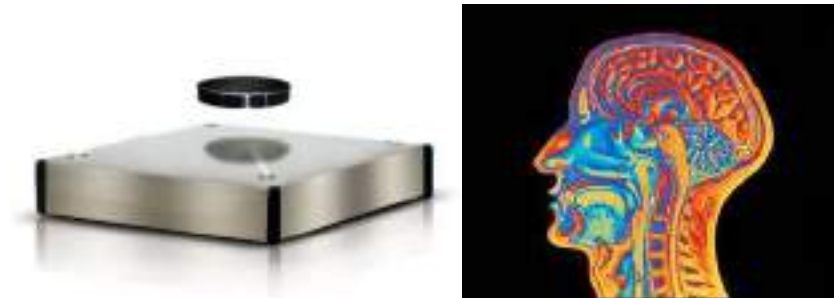
AS/A2 KNOWLEDGE AND UNDERSTANDING:

AS and A2 specification requires students to:

- Recognize, recall and show understanding of scientific knowledge.
- Select, organize and communicate relevant information in a variety of form.
- Analyse and evaluate scientific knowledge and processes.
- Apply scientific knowledge and process to unfamiliar situations.

COURSE CONTENT:

The course includes an introduction to the traditional topics, including General Physics, Newtonian Mechanics, Matter, Oscillations and Waves, Electricity and Magnetism and Modern Physics. At the AS Level, the course covers the basic concepts and at the A2 Level more advanced study and more detailed specialisation are encouraged. Physics is taught through a hands-on approach. Experimental work is essential to gaining a thorough understanding of the theory course. You can expect to complete between 20 and 25 experiments throughout the year.



Assessment:

| Component | Weighting | |
|---|-----------|---------|
| | AS Level | A Level |
| <p>Paper 1 Multiple Choice 1 hour 15 minutes</p> <p>This paper consists of 40 multiple choice questions, all with four options. All questions will be based on the AS Level syllabus content. Candidates will answer all questions.</p> <p>Candidates will answer on an answer sheet. [40 marks]</p> | 31% | 15.5% |
| <p>Paper 2 AS Level Structured Questions 1 hour 15 minutes</p> <p>This paper consists of a variable number of questions of variable mark value. All questions will be based on the AS Level syllabus content. Candidates will answer all questions.</p> <p>Candidates will answer on the question paper. [60 marks]</p> | 46% | 23% |
| <p>Paper 3 Advanced Practical Skills 2 hours</p> <p>This paper requires candidates to carry out practical work in timed conditions. The paper will consist of two experiments drawn from different areas of physics. The experiments may be based on physics not included in the syllabus content, but candidates will be assessed on their practical skills rather than their knowledge of theory. Candidates will answer both questions.</p> <p>Candidates will answer on the question paper. [40 marks]</p> | 23% | 11.5% |
| <p>Paper 4 A Level Structured Questions 2 hours</p> <p>This paper consists of a variable number of questions of variable mark value. All questions will be based on the A Level syllabus but may require knowledge of material first encountered in the AS Level syllabus. Candidates will answer all questions.</p> <p>Candidates will answer on the question paper. [100 marks]</p> | – | 38.5% |
| <p>Paper 5 Planning, Analysis and Evaluation 1 hour 15 minutes</p> <p>This paper consists of two questions of equal mark value based on the practical skills of planning, analysis and evaluation. The context of the questions may be outside the syllabus content, but candidates will be assessed on their practical skills of planning, analysis and evaluation rather than their knowledge of theory. Candidates will answer both questions.</p> <p>Candidates will answer on the question paper. [30 marks]</p> | – | 11.5% |



RELIGIOUS STUDIES

Why should I study Religious Studies?

Advanced Level Religious Studies is a demanding and thought-provoking academic subject that is suitable for those of any faith or of none. This course builds on the Religious Education GCSE and enables students to study relationships between religion and culture, consider moral values and attitudes of individuals, faith communities or contemporary society and encourages the ability to make responsible judgements on significant moral teaching and issues.

Aims and objectives

This WJEC A level specification in Religious Studies will enable learners to:

- Develop their interest in a rigorous study of religion and belief and relate it to the wider world
- Develop knowledge and understanding appropriate to a specialist study of religion
- Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- Adopt an enquiring, critical and reflective approach to the study of religion
- Reflect on and develop their own values, opinions and attitudes in the light of their study.

Assessment:

AS Unit A: Christianity: An Introduction to the Study of Religion

Written examination: 1 hour 15 minutes 15% of qualification 60 marks

- Sources of wisdom and authority including scripture and/or sacred texts and how they are used and treated, key religious figures and/or teachers and their teachings
- Religious beliefs, values and teachings, in their interconnections and as they vary historically and in the contemporary world, including those linked to the nature and existence of God, gods or ultimate reality, the role of the community of believers, key moral principles, beliefs about the self, death and afterlife, beliefs about the meaning and purpose of life
- Practices that shape and express religious identity, including the diversity of practice within a tradition.

AS Unit 2 Unit 2: An Introduction to Religion and Ethics and the Philosophy of Religion.

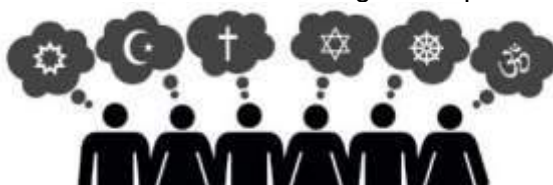
Written examination: 1 hour 45 minutes 25% of qualification 120 marks

Section A: An Introduction to Religion and Ethics:

- Ethical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in religion and ethics
- Three normative ethical theories such as deontological, teleological or character based ethics (at least two of which must be religious approaches)
- The application of ethical theory to two personal, societal or global issues of importance, including religious ethical perspectives.

Section B: An Introduction to the Philosophy of Religion.

- Philosophical issues and questions raised by religion and belief including at least three contrasting arguments about the existence or non-existence of God, gods or ultimate reality
- Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion
- Challenges to religious belief such as the problems of evil and suffering
- The nature and influence of religious experience.



A2 Unit 3: A Study of Religion: Christianity

Written examination: 1 hour 30 mins 20% of qualification 90 marks

- Religious beliefs, values and teachings, in their interconnections and as they vary historically and in the contemporary world, including those linked to the nature and existence of God, gods or ultimate reality, the role of the community of believers, key moral principles, beliefs about the self, death and afterlife, beliefs about the meaning and purpose of life
- Sources of wisdom and authority including, where appropriate, scripture and/or sacred texts and how they are used and treated, key religious figures and/or teachers and their teachings
- Practices that shape and express religious identity, including the diversity of practice within a tradition
- Significant social and historical developments in theology or religious thought including the challenges of secularisation, science, responses to pluralism and diversity within traditions, migration, the changing roles of men and women, feminist and liberationist approaches
- A comparison of the significant ideas presented in works of at least two key scholars selected from the field of religion and belief
- Two themes related to the relationship between religion and society - religion, equality and discrimination - religious tolerance, respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims
- How developments in beliefs and practices have, over time, influenced and been influenced by developments in philosophical, ethical, studies of religion and/or by textual interpretation.

A2 Unit 4: Philosophy of Religion

Written examination: 1 hour 30 minutes 20% of qualification 90 marks

- Philosophical issues and questions raised by religion and belief about the existence or non-existence of God, gods or ultimate reality
- The nature and influence of religious experience
- Challenges to religious belief
- Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion
- How views of religious language have changed over time; the challenges posed by the verification/falsification debate and language games theory over whether religious language should be viewed cognitively or non-cognitively; and a consideration of at least two different views about religious teachings being understood symbolically and analogically
- A comparison of the significant ideas presented in works of at least two key scholars selected from the field of the philosophy of religion, and developments in the way these ideas are applied to issues in religion and belief
- How the philosophy of religion has, over time, influenced and been influenced by developments in religious beliefs and practices, ethics or textual interpretation.

What career opportunities will I have?

Religious Studies at A Level provides a suitable foundation for the study of Religious Studies, Theology, Philosophy or related areas through a range of higher education courses within the Humanities disciplines. This course will enable you to develop skills of assessment and comparison of the religious beliefs and teachings which are invaluable in a multicultural and diverse society. You develop key skills in empathy, understanding and tolerance which are skills required in disciplines such as Teaching, Social Work, Law and Journalism.

Entry Requirements

The minimum requirement for A Level Religious Studies is a grade B at GCSE and a C grade in IGCSE Mathematics (or 2 in CXC). Students with grades less than the above would need to have demonstrated a strong overall academic profile and work ethic to be considered.

AS/A2 SPANISH

Spanish is the fastest growing language in the world and is of particular importance in this area of the world with its proximity to South and Central America.

A foreign language is important for both travel and business purposes and the ability to communicate in a language other than English can be a great career asset. Many 'blue-chip' companies now require that employees speak at least two languages.

In Years 12/13 students have six lessons a week. Students follow the Eduqas AS/A Level specifications and teachers use a variety of course books, newspaper articles and magazines to facilitate the learning. The department tries to make use of ICT and other available resources as much as possible to give the students as much authentic listening material as possible.

The course is a very current and 'live' course, which focuses on current affairs and facts in the Spanish speaking world. The literature and historical aspects of the course develop a greater knowledge of the language as well as the history and culture of Spain and Spanish speaking countries.

For Year 12 and 13 classes in Spanish are based on students' options and GCSE performance. However, as in all years, all work and resources are differentiated accordingly depending on the group and the abilities within each group. Students are regularly assessed using the AS/A Level criteria to allow them to see their progression and targets are set in line with their predictions, with which, we track their progress through lessons and homework.

Entry requirements: - AS Level- A*-B in GCSE Spanish or equivalent
A Level- Grade C or above at AS Level

Assessment:

The AS examination is assessed in the following way: -

Component 1: Speaking

Speaking assessment: 12-14 minutes (plus additional 15 minutes preparation time)

30% of qualification

Discussion on two picture stimulus cards: 6-7 minutes for each card.

Each card is based on one of the set themes.

Component 2: Listening, Reading and Translation

Written examination: 2 hours

50% of qualification

Section A: Listening

Section B: Reading

Section C: Translation – from Spanish into English and English into Spanish

Component 3: Critical response in writing (closed-book)

Written examination: 1 hour 15 minutes

20% of qualification

One essay question based on the study of one literary work or film from the prescribed list- decided by the class teachers.

Besides the study of the prescribed text for critical response in writing element, the new AS Level topics to be studied are as follows:

| Areas of interest | Social issues and trends | Political, intellectual and artistic culture |
|--------------------------|--|---|
| Themes | Being a young person in Spanish-speaking society | Understanding the Spanish-speaking world |
| Sub-themes | <p>Families and citizenship <i>Changing family structures; the changing nature of marriage and partnership; being a good citizen</i></p> <p>Youth Trends and personal identity <i>Trends in fashion; how young people respond to modern technology; relationship with others and peer pressure</i></p> <p>Education and employment <i>The education system and student issues; work and travel opportunities and the changing work scene</i></p> | <p>Regional culture and heritage in Spain, Spanish speaking countries and communities <i>Festivals; customs and traditions; historical sites; museums and galleries</i></p> <p>Media, Art, Film and music in the Spanish speaking world <i>Trends in media and art; film and music in the lives of young people</i></p> |

The Spanish A2 examination is assessed in the following way:

Component 1: Speaking

Speaking assessment: 21-23 minutes (including 5 minutes preparation)

30% of qualification

Task 1

(a) Presentation of independent research project (2 minutes) –topic decided by student

(b) Discussion on the content of the research project (9-10 minutes)

Task 2

Discussion based on a stimulus card relating to one of the themes studied

(5 minutes preparation time followed by 5-6 minutes discussion)

Component 2: Listening, Reading and Translation

Written examination: 2 hours 30 minutes

50% of qualification

Section A: Listening

Section B: Reading

Section C: Translation – from Spanish into English and English into Spanish

Component 3: Critical and analytical response in writing (closed-book)

Written examination: 2 hours

20% of qualification

Two essays – one based on a literary work and the second on an additional literary work or film from the prescribed list – decided by the class teachers

Learners are not permitted to use dictionaries or texts in any part of the assessment.

Besides the study of the prescribed text for critical response in writing element and the research topic for the oral, the new A Level topics are:

| | | |
|--------------------------|--|---|
| Areas of interest | Social issues and trends | Political, intellectual and artistic culture |
| Themes | Being a young person in Spanish-speaking society | Understanding the Spanish-speaking world |
| Sub-themes | <p>Families and citizenship <i>Changing family structures; the changing nature of marriage and partnership; being a good citizen</i></p> <p>Youth Trends and personal identity <i>Trends in fashion; how young people respond to modern technology; relationship with others and peer pressure</i></p> <p>Education and employment <i>The education system and student issues; work and travel opportunities and the changing work scene</i></p> | <p>Regional culture and heritage in Spain, Spanish speaking countries and communities <i>Festivals; customs and traditions; historical sites; museums and galleries</i></p> <p>Media, Art, Film and music in the Spanish speaking world <i>Trends in media and art; film and music in the lives of young people</i></p> |
| Themes | Diversity and difference | The two Spains 1936 onwards |
| Sub-themes | <p>Migration and integration <i>Reasons for migration; Factors which make migration and integration easy/difficult</i></p> <p>Cultural identification and marginalisation <i>Reasons for marginalisation; ways to eliminate marginalisation</i></p> <p>Cultural enrichment and celebrating difference <i>The positive aspects of a diverse society</i></p> <p>Discrimination and diversity <i>Life for those who are discriminated against</i></p> | <p>El Franquismo <i>Origins, development and consequences</i></p> <p>Post-Civil war Spain- historical and political repercussions <i>Control, repression and daily life in Franco's Spain</i></p> <p>Spain- coming to terms with the past? <i>'Recuperación de la memoria histórica' attempts to deal with the past 'los desaparecidos' Removing the symbols of Franco's Spain</i></p> |



AS & A2 TRAVEL AND TOURISM

Why should I study Travel and Tourism?

Cambridge International A Level Travel & Tourism provides a suitable foundation for the study of travel and tourism or related courses in higher education. Equally it is suited for students intending to pursue careers or further study in travel and tourism, or as part of a course of general education.

Course content:

AS Candidates for Cambridge International AS Level Travel & Tourism study the following topics:

- Features of the travel and tourism industry
 - scale of the travel and tourism industry
 - factors affecting tourism
 - structure of the travel and tourism industry
 - subsectors of the travel and tourism industry
- Principles of customer service in travel and tourism
 - customers and their needs
 - impacts of quality customer service
 - assessing the quality of customer service in travel and tourism organisations
- Planning and managing a travel and tourism event
 - working in a team
 - choosing the event
 - producing a business plan for a travel and tourism event
 - preparing for the event
 - running the event
 - evaluating the event and making recommendations

A2 Candidates for Cambridge International A Level Travel & Tourism study the AS topics (above) and the following topics:

- Defining the tourism market
 - market research and analysis
- Building a destination brand
 - establishing the destination identity
- Implementing the destination brand
 - communicating the destination brand
 - difficulties in implementing the destination brand
- Monitoring the effectiveness of the destination brand
- Organisations involved in destination management, their roles and priorities
- Destination management
 - objectives of tourism development and management
 - destination management activities
- Impacts of tourism development



Assessment:

| Component | Weighting | |
|--|-----------|---------|
| | AS Level | A Level |
| <p>Paper 1 The industry 2 hours 30 minutes</p> <p>Candidates answer four questions, each worth 25 marks. Each question is subdivided into four sub questions and may be based on stimulus material.</p> <p>Candidates answer all questions.</p> <p>Externally assessed. 100 marks</p> | 67% | 33% |
| <p>Paper 2 Planning and managing a travel and tourism event</p> <p>This is a coursework project which involves planning and managing a travel and tourism event. Candidates work in a team but present their project individually.</p> <p>Internally assessed, externally moderated. 50 marks</p> | 33% | 17% |
| <p>Paper 3 Destination marketing 1 hour 30 minutes</p> <p>Candidates answer two questions, each worth 25 marks. Each of these questions is based on stimulus material and is subdivided into three sub questions.</p> <p>Candidates answer all questions.</p> <p>Externally assessed. 50 marks</p> | – | 25% |
| <p>Paper 4 Destination management 1 hour 30 minutes</p> <p>Candidates answer two questions, each worth 25 marks. Each of these questions is based on stimulus material and is subdivided into three sub questions.</p> <p>Candidates answer all questions.</p> <p>Externally assessed. 50 marks</p> | – | 25% |

Entry Requirements

The minimum requirement for AS Level Travel and Tourism is a grade C at GCSE English or Business and a C grade in IGCSE Mathematics (or 2 in CXC). Students with grades less than the above would need to have demonstrated a strong overall academic profile and work ethic to be considered.

The minimum requirement for A2 Level Travel and Tourism is a grade C at AS travel and Tourism.



SAT PROGRAM (SCHOLASTIC APTITUDE TEST)

To enter university in the United States it is often necessary for students to take the SAT Test. The SAT is a skill based test that gauges a student's ability to understand and analyze language, vocabulary and written material, as well as to draw inferences, differentiate shades of meaning, draw conclusions and solve mathematical problems. These are all skills needed for success in university.

- The SAT is scored out of 1600 points
- Sections:
 - Evidence-based Reading and Writing (800 points)
 - Mathematics (800 points)

The SAT is used by US universities along with the school transcript, student record and essay or personal statement in offering admission to students. A high SAT score can often be the deciding factor in university admission. As many St. Ignatius students go on to university in the US, it is important that we help prepare our students as effectively as possible for this test. As such we offer SAT preparation classes twice a week (one for Math and one for English). Students can attend all year or opt to take the classes in the 8 weeks prior to their exam date. Students usually sit the SAT exam in December or May. Students must register online for the exam at least one and a half months prior to the test date. St. Ignatius cannot register the students for them.

The SAT tests are organized by the College Board in Princeton, NJ and for more information on the tests please go the College Board Web site at: <http://www.collegeboard.com/> .



UNIVERSITY PREPARATION COURSE

Students receive sessions in both Years 12 and 13 which prepare them for university and scholarship applications either at the end of Year 12 or Year 13.

The course includes the following:

- Individual self-assessment on higher education needs;
- University and course/major research and guidance;
- Visits from overseas university admission counsellors/information on local scholarships;
- Individual consultation with the school's guidance counsellor on the successful completion of university and scholarship applications.
- Cover letter, resume and interview skills.



unifrog

SIXTH FORM COMMUNITY SERVICE

All students in the Sixth Form are required to complete **20 hours of community service**. There are a number of reasons why this is seen as an integral part of Sixth Form life at St. Ignatius Catholic School:

1. To promote faith in action. As a Catholic community, we believe that we have a Christian responsibility to care for others.
2. To enable Sixth Form students to lead by example and earn the respect of younger students.
3. To pursue areas of vocational interest to assist students in making decisions about the future.
4. To support the work of the school and the local community by providing practical assistance on a regular basis.
5. To provide a worthwhile opportunity to enhance students' resumés for university and college applications.

Decisions about the timing and nature of Community Service are left to the students to negotiate for themselves. The equivalent of one single lesson each week is recommended as a starting point. This arrangement is flexible depending on the workload of the student and the proposed activity. Personal community service outside of St. Ignatius is both valuable and is also encouraged. Students will be given a log sheet to track their service hours.

At the end of the first term, students have the option of continuing the community service as a voluntary option.

Some examples of Sixth Form Community Service are:

- Assisting a teacher in a primary or secondary lesson
- Paired reading with an individual student
- Working in the school office
- Organizing or performing in Mass
- Red Cross Youth work on Saturday
- Running a club
- George Town hospital laboratory assistant
- Assisting at Friday night Youth Club
- Assisting with after school care and clubs
- Peer mentoring
- Prefect Team
- Assisting at parent meetings with refreshments



RELIGIOUS LIFE

There are three basic components of Religious Life in the Sixth Form. These are Prayer, Spiritual activities and Sixth Form lessons.

PRAYER

In order to achieve this, Sixth Formers are expected to participate in all prayer activities with a respectful and co-operative attitude. A teacher may lead prayer but members of the class can and should lead the prayer. Prayer need not always be formal and verbal; it can also be silent and private.

Students are encouraged to pray of their own volition. Prayer will precede all examination sessions.

SPIRITUAL ACTIVITIES

Mass is compulsory for all students and takes place once a week. Some of our Catholic Sixth Form students receive Eucharistic Ministry training. All Sixth Formers attend an annual retreat which focuses on community and preparation for the academic year. Sixth Formers also contribute to special activities, which support the spiritual life of the school at certain times of the liturgical year. For instance, a sponsored fast during Lent with the money raised being sent to help areas where people are in need. At key times of the year, the Sixth Form lead/assist the school in fund raising activities, such as the annual Pretty in Pink fundraiser for breast cancer research and the Christmas hamper appeal.

SUMMARY

Sixth Formers are encouraged to develop, practise and deepen their own religious beliefs and spiritual development irrespective of their personal denominational faith.



UNIVERSITIES ATTENDED

St. Ignatius graduates have graduated from or are presently enrolled at:

*The American Academy of Dramatic Arts – New York
U.S.A.*

Barry University – U.S.A.

Boston College – U.S.A.

Boston University – U.S.A.

Brenau University - U.S.A.

Brigham Young University – U.S.A.

Bristol University – U.K.

Brock University – Canada

Brunel University – U.K.

Brown University – U.S.A.

California Baptist University – U.S.A.

Canisius College – U.S.A.

Canterbury Christ Church University- U.K.

Cardiff University – U.K.

Carleton University – Canada

Cayman Islands Law School – Cayman Islands

Dalhousie University – Nova Scotia, Canada

Embry-Riddle University – U.S.A.

Emory University – U.S.A.

Florida Institute of Technology – U.S.A.

Grand Valley State University – U.S.A.

Guelph University – Canada

Harding University – U.S.A.

Johnson & Wales University – U.S.A.

Keele University – U.K.

King's College, London – U.K.

Leeds Metropolitan University – U.K.

Liberty University – U.S.A.

London School of Economics (UofL)- U.K.

Louisiana State University – U.S.A.

Loyola University – U.S.A.

Lynn University – U.S.A.

Manchester Metropolitan University – U.K.

North Carolina State University – U.S.A.

Notre Dame University – U.S.A.

Nottingham Trent University- U.K.

Oxford Brooks University – U.K.

Penn State University – U.S.A.

Philadelphia College of Technology – U.S.A.

Purdue University – Indiana, U.S.A.

Queen Mary, University of London – U.K.

Queen's University – Canada

Rice University – U.S.A.

Rollins University - U.S.A.

Royal Holloway College, University of London – U.K.

Ryerson University – Canada

Saint Mary's University, Nova Scotia, Canada

Savannah College of Art & Design – U.S.A.

Sheffield Hallam University – U.K.

Southampton University – U.K.

Southern Methodist University – U.S.A.

Stetson University – U.S.A.

St. Leo University – Florida, U.S.A.

St. Mary's University – Nova Scotia, Canada

St. Mary's University – San Antonio, Texas, U.S.A.

St. Thomas University – New Brunswick, Canada

Swansea University – U.K.

*The American Academy of Dramatic Arts, New York –
U.S.A.*

Trinity College – Dublin, Ireland

University College Birmingham – U.K.

University of Advancing Technology – Arizona, U.S.A.

University of Bradford- U.K.

University of Brisbane – Australia

University of Bristol – U.K.

University of Colorado at Boulder – U.S.A.

University of Durham – U.K.

University D'Ex-Marseille – France

University of Exeter– U.K.

University of Florida – U.S.A.

University of Galway – Ireland

University of Greenwich – U.K.

University of Hull – U.K.

University of Kent – U.K.

University of Lancaster – U.K.

University of Liverpool - U.K.

University of London - U.K.

University of Manchester – U.K.

University of Miami - U.S.A.

University of Nottingham – U.K.

University of Northumbria – U.K.

University of North Texas – U.S.A.

University of Oslo – Norway

University of Oxford – U.K.

University of Portsmouth- U.K.

University of Sheffield – U.K.

University of Southampton – U.K.

University of South Carolina – U.S.A.

University of South Florida – U.S.A.

University of Sunderland – U.K.

University of Surrey – U.K.

University of Tampa - U.S.A.

University of Toronto – Canada

University of the West Indies – Jamaica

University of the West of England – U.K.

University of Western Ontario - Canada

University of Worcester – U.K.

*Washington University of St. Louis, Madrid Campus –
Spain*

West Palm Beach Atlantic College - U.S.A

York University – Canada

ST. IGNATIUS CATHOLIC SCHOOL MISSION STATEMENT:

Our mission is to nurture the spiritual, academic, social and personal development of every student in our care in a supportive Catholic atmosphere which welcomes and embraces all denominations.



ST. IGNATIUS CATHOLIC SCHOOL

599 Walkers Road

P.O. Box 2638

Grand Cayman KY1-1102

CAYMAN ISLANDS

Telephone: (345) 949 9250

Facsimile: (345) 945 6230

Email: general@st-ignatius.com

Website: www.st-ignatius.com