

ST BERNARD'S SIXTH FORM COURSE GUIDE

CONTENTS

4&5. SUBJECTS AND REQUIREMENTS
5. WELCOME FROM THE SIXTH FORM TEAM
6. ART & DESIGN - FINE ART
7. ART & DESIGN - PHOTOGRAPHY
8. BIOLOGY
9. BUSINESS
10. CHEMISTRY
12&13. CLASSICAL CIVILISATION
15. DANCE
16. DRAMA AND THEATRE
17. ECONOMICS
18. ENGLISH LANGUAGE
19. ENGLISH LITERATURE & LANGUAGE
20. EXTENDED CERTIFICATE L3 IN FOOD & NUTRITION
21. GEOGRAPHY
22. GRAPHIC COMMUNIATION
23. HEALTH & SOCIAL CARE
24 & 25. HISTORY
27. MATHEMATICS
28. FURTHER MATHEMATICS / CORE MATHS
29 & 30. MEDIA STUDIES
31. MODERN FOREIGN LANGUAGES - SPANISH
32. PHYSICAL EDUCATION
33. PHYSICS
34. POLITICS
35. PSYCHOLOGY
36. RELIGIOUS EDUCATION
37. SCIENCE (APPLIED SCIENCE EXTENDED CERTIFICATE)
38. SOCIOLOGY
39. TEXTILE DESIGN
40. USEFUL LINKS

> St Bernard's High *School recognises individual needs and provides support for everyone. There is a variety of courses available, excellent career advice and arrangements for work experience.*

> *There are many opportunities for students to demonstrate leadership and make a contribution to the whole school.*

> *There is always someone to talk to if you have a problem.*

SUBJECTS AND REQUIREMENTS

Subject	Curriculum route	English Lang	Maths	Subject Specific Requirements
Art &Design – Fine Art	A-level	5	4	6 in Art and Design (Fine Art or Graphic Communication) or submission of a portfolio
Art & Design - Photography	A-level	5	4	5 in Art and Design (Fine Art or Graphic Communication) or submission of a portfolio
Biology	A-level	5	6	6 in two GCSE Sciences including Biology. Students taking Combined Science must have at least a 66.
Business	A-level	5	5	5 in Business if taken. Economics and Business can be taken together.
Chemistry	A-level	5	6	6 in two GCSE Sciences including Chemisty .Students taking Combined Science must have at least a 66.
Classical Civilization	A-level	5	4	6 in Classics if taken OR 6 in a humanities or social science subject
Dance	A-level	5	4	5 in GCSE Dance if taken or Grade 5 in a recognised Dance Syllabus.
Drama & Theatre	A-level	5	4	5 in GCSE Drama if taken
Economics	A-level	5	6	6 in Economics if taken. Economics and Business can be taken together.
English Literature	A-level	6	4	6 in English Literature
English Literature & Language	A-level	6	4	6 in English Literature and language with an enthusiasm for reading
Food Science & Nutrition	AAQ BTEC (1 option subject)	5	4	6 in Food and Nutrition if taken at GCSE
Geography	A-level	5	4	6 in Geography if taken OR 6 in a humanities or social science subject.* *(Humanities subjects: Geography History, RE – Social Sciences: Sociology & Psychology)
Graphic Communication	A-level	5	4	5 in GCSE Art and Design, Textiles or Photography or a 6 in GCSE Graphics if taken

Subject	Curriculum route	English Lang	Maths	Subject Specific Requirements
Health and Social Care	AAQ BTEC (1 option subject)	5	5	5 in Biology or 55 in combined science
History	A-level	5	4	6 in History if taken OR 6 in a humanities or social science subject* * (Humanities subjects: Geography History, RE – Social Sciences: Sociology & Psychology)
Mathematics	A-level	5	7	
Further Mathematics	A-level	5	8	Can only be taken as a 4th Subject alongside Maths
Core Maths	Level 3 Qualification	5	5	Can only be taken as a 4th Subject . Cannot be taken with Maths
Media Studies	A-level	5	4	5 in Media if taken
Modern Foreign Language - Spanish	A-level	5	4	5 in GCSE Spanish
Physical Education	A-level	5	4	5 in PE if taken at GCSE – all candidates should be playing a sport outside of school at a good level or have experience of playing sport in a school to a high standard.
Physics	A-level	5	7	6 in two GCSE Sciences including Physics. Students taking Combined Science must have at least a 66.
Politics	A-level	5	4	6 in a humanities or social science subject* (incl. Citizenship).
Psychology	A-level	5	6	6 in Biology or 66 in Combined Science.. 6 in Psychology if taken.
Religious Studies	A-level	5	4	6 in RS if taken OR 6 in a humanities or social science subject*
Applied Science Extended Certificate	AAQ BTEC (1 option subject)	5	5	4/5 in Combined Science. 554 if separate science is taken.
Sociology	A-level	5	4	6 in Sociology if taken OR 6 in a humanities or social science subject*
Textile Design	A-level	5	4	5 in GCSE Art &Design, Graphics or photography or 6 in GCSE textiles if taken

Welcome from the Sixth Form Team

Mrs E Owen – Assistant Headteacher and Head of Sixth Form

Ms M Hogan – Senior Tutor & UCAS Advisor
Ms A Jarboui – Sixth Form Study Supervisor
Mrs N Weller – Careers Co-ordinator



Deciding where to continue your post-16 education is an important decision. When you choose St Bernard's you will be joining a strong and diverse community within an environment which nurtures the individual.

The Sixth Form occupies a pivotal role in the life of St Bernard's High School. We are an inclusive community where students can continue their academic studies and mature into confident and independent young people, ready to take their next steps into Further Education, Apprenticeships or the world of work.

Study in the Sixth Form is a serious undertaking and needs commitment from each student and support from their families. From day one, we encourage students to adopt a structured routine and maintain a good work-life balance by providing ample time for supported independent study during the school day. Most students study 3 A Levels or a combination of BTEC and A Level qualifications.

Sixth Formers at St Bernard's thrive when they immerse themselves in the wide range of leadership tasks and extra- curricular responsibilities we offer. We offer work experience in Year 12 and support students to participate in supra curricular schemes offered by top universities. These deepen students' knowledge and help to prepare them for the rigours of Further Education.

Life is busy in the Sixth Form and students have to develop independence and good organisational skills in order to succeed. Students are ably supported by an experienced team of passionate subject specialists and a dedicated Sixth Form pastoral team who are there to support each student to fulfil their unique potential.

ART & DESIGN - FINE ART

Conceptualist, Realise, Devise. “Art is a form of love. Art is the ultimate gift.” Robert Genn

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS: 4
SUBJECT SPECIFICS: 6 in Art and Design (Fine Art, Graphic Communication, Photography or Textiles) or submission of a portfolio.

EXAMINATION BOARD: AQA

COURSE CONTENT:

Students will produce practical and critical contextual work in one or more areas including painting, drawing, mixed media, sculpture, installation, print making, and photography. Drawing is a compulsory element of the course. Students will need to generate and develop ideas, research work of other artists, record first-hand observations, experiment with media and processes, and review and refine ideas towards producing a personal and meaningful outcome.

Year 12: In the first term of the course, students will learn new techniques and use new materials to explore a theme. Observational work will be a key aspect at the start of the course. As students develop their knowledge and range of skills, a greater level of independence will be required to explore themes in a more personal and unique way. They will devise their own theme for a Personal Investigation with guidance from their teacher.

Year 13: In the autumn term of the course, students will first continue to develop their own Personal Investigation supported by a written essay. Guidance will be given in the form of tutorials and class critiques to enable students the opportunity to discuss and refine their ideas to produce a series of developed outcomes. In term 2, students will receive a selection of starting points from their exam board and will choose one to develop a final project, culminating in a practical exam.

ASSESSMENT:

- Unit 1 - PersonalInvestigation supported by written element.
- Unit 2 - Externally Set Assignment. Following receipt of the externally set assignment paper, students should choose one of the set titles as a starting point and create preparatory work that should be presented in a sketchbook. Following the preparatory period, students must complete 15 hours of unaided, supervised time. In the 15 hours students must produce a finished outcome or series of finished outcomes, informed by their preparatory work.

This course will suit students who enjoy the opportunity to explore independently and develop their own intentions.

FUTURE OPPORTUNITIES:

Thereare manycareers within the Arts. Often students opt to take a one-year foundation course before applying to a specialist art course at degree level. For careers in the creative industry a Fine Art course will provide a varied portfolio of evidence. Past students have gone on to pursue careers in the following fields: Fine Art, Illustration, Product Design, Textile Design, Theatre and TV Set Design, Costume Design, Art Restoration, Teaching, Architecture, and Art Therapy.



ART & DESIGN - PHOTOGRAPHY

Create, Notice, Consider. "You don't take a photograph, you make it." Ansel Adams

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS: 4
SUBJECT SPECIFICS: 5 in Art and Design (Fine Art or Graphic Communication) or submission of a portfolio.

EXAMINATION BOARD: AQA

Photography is one of the most important and influential means of modern communication in social, commercial, journalistic and scientific contexts. It is used to convey personal identity, as well as being applied in the creative process across art, craft and design. The A Level course will develop students creative, intellectual and practical skills.

COURSE CONTENT:

Year 12: In the first term of the course, students will learn new techniques and experiment with more traditional processes, to explore a theme. Learning the fundamentals of photography will be a key aspect at the start of the course. As students develop their knowledge and range of skills, a greater level of independence will be required to explore themes in a more personal and unique way. Students will devise their own theme for a Personal Investigation with guidance from their teacher.

Year 13: In the autumn term of the course, students will continue to develop their own Personal Investigation supported by a written essay. Guidance will be given in the form of tutorials and class critiques to enable students the opportunity to discuss and refine their ideas to produce a series of developed outcomes. In term 2, students will receive a selection of starting points from their exam board and will choose one to develop a final project, culminating in a practical exam.

ASSESSMENT:

The course will be assessed through:

- Unit 1 - Coursework - Personal Investigation supported bywritten element.
- Unit 2 - Externally Set Assignment.

This course will suit students that wish to learn and develop photography skills such as exposure, lighting and composition, along with image manipulation using Adobe Photoshop. As well as the digital forms of photography, you will explore traditional film photography and darkroom printing.

FUTURE OPPORTUNITIES:

Studyingan A Level in Photography as part of a full-time A Level programme could lead on to a wide variety of degree and foundation subjects at university. For careers in the creative or media industries a Photography course will provide a varied portfolio of evidence, demonstrating an understanding of photographic media, techniques and processes. Students may go on to pursue careers in Fine Art Photography; Portrait Photography, Photojournalism, Fashion Photography; Commercial Photography, Scientific or Medical Photography, Sports Photography, Photo Editing or Visual Arts.

BIOLOGY

Question, Explore, Discover. “Biology gives you a brain. Life turns it into a mind.” Jeffrey Eugenides

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS: 6
SUBJECT SPECIFICS: 6 in two GCSE Sciences. Students taking Combined Science must have at least a 66.

EXAMINATION BOARD: OCR (H420)

COURSE CONTENT:

Year 12:

- Module 1 - Development ofpracticalskills in Biology (taught within the practical activities that accompany the other units).
- Module 2 - Foundations in Biology including: Cell structure, cell membranes and cell diversity, Biological molecules, Nucleotides, Enzymes.
- Module 3 - Exchange and Transport including: Exchange surfaces, Transport in plants, Transport in animals.
- Module 4 - Biodiversity, evolution and disease including: Communicable diseases, Biodiversity, Classification and evolution.

Year 13:

Inaddition to the Year 12 content students will also study:

- Module 5 - Communication, homeostasis and energy including Communication and homeostasis, Excretion, Nervous and hormonal communication, Plant and animal responses, Photosynthesis, Respiration.
- Module 6 - Genetic, evolution and ecosystems including Cellular control, Patterns of inheritance, Manipulating genomes, Cloning and biotechnology, Ecosystems, Populations and sustainability.

ASSESSMENT:

- Paper 1 ‘Biological Processes’ - covering material from modules 1, 2, 3 and 5 through a mixture of multiple choice and structured questions including calculations and evaluation of practical experiments (135 minutes).
- Paper 2 ‘Biological Diversity’ - covering material from modules 1, 2, 4 and 6 through a mixture of multiple choice and structured questions including calculations and evaluation of practical experiments (135 minutes).
- Paper 3 ‘Unified Biology’ - covering material from all modules including calculations and evaluation of practical experiments (90 minutes).

All A Level papers will be synoptic, expecting students to link different areas of the course and will assess practical skills and scientific thinking through examination questions. The A Level also carries a Practical Endorsement Certificate which students will achieve by completing a number of practical activities to a high level of competence. The endorsement does not affect the A Level grade the student achieves. This course will suit motivated students who have a keen interest in the human body, the environment, genetics and a wide range of other areas of Biology.

FUTURE OPPORTUNITIES:

Medicine, Oceanography,Marine Biology, Pathology, Forensic Science, Dietetics, Biology, Biochemistry, Genetics, Veterinary Medicine, Dentistry, Zoology, Botany, Environmental Sciences, Biomedical Research, Cancer Research, Forestry and many more. There are also a wide range of technical and managerial posts which require scientific knowledge.

BUSINESS

Think, Examine, Consolidate. "Business is simply an idea to make other people's lives better." Richard Branson

SUBJECT REQUIREMENTS:
ENGLISH LANG:5 MATHS: 5
SUBJECT SPECIFICS: 5 in Business if taken. 5 in Business if taken. Economics and Business can be taken together.

EXAMINATION BOARD: AQA

This course takes a holistic approach to Business, it demonstrates the interrelated nature of business, using models, theories and techniques to support the analysis of contemporary business issues and situations. You will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions.

COURSE CONTENT:

Year12: You'restepping into the world of business: In Year 12, we focus on four key functional areas; marketing, finance, operations, and HR. In marketing, you're diving into understanding how businesses grab your attention and convince you to buy. In Operations and HR, you will discover how your favourite brands make their products and how they manage their staff behind the scenes. You will also journey into the financial world of business. Think of it as learning the language of money in the corporate world. From managing finances 'like a boss' to handling all the resources at a company's disposal.

Year 13: We now take our knowledge further. We're no longer thinking locally, but globally! You will explore how businesses conquer the international stage, expanding their reach and impact worldwide. We will follow businesses as they take their journey to global fame, studying many success stories and cautionary tales along the way. These areas develop crucial knowledge, and give you a versatile skill set that's a gamechanger in any career you choose

ASSESSMENT:

Businessis assessed through examination only; three 2-hour examinations. The papers have focuses on specific aspects of the course, but holistic knowledge will you analyse topics in depth. Most questions are essay-based, therefore language skills are critical in this subject.

FUTURE OPPORTUNITIES:

Businessisan excellentcourse as it offers a range of opportunities. From business areas such as careers in finance, administration, marketing, production or any other careers. The skills gained in business are valuable in almost any organisation and in any career.

"There is a positive learning atmosphere in lessons and teachers have high expectations for all students.

CHEMISTRY

Question, Practice ,Investigate. “Chemistry begins in the stars.” Peter Atlcins

SUBJECT REQUIREMENTS:

ENGLISH LANG:5MATHS: 6

SUBJECT SPECIFICS: 6 in two GCSE Sciences. Students taking Combined Science must have at least a 66.

EXAMINATION BOARD: OCR (H432)

COURSE CONTENT:

Year 12:

- Module 1 - Development ofpracticalskills in Chemistry: Students will develop the skills of planning, implementing, analysis and evaluation.
- Module 2 - Foundations in Chemistry: Students will learn about the atom, compounds, molar equations and acid-base and redox reactions.
- Module 3 - Periodic Table and energy: Students will learn about periodicity, group 2 elements, the halogens, reaction rates and enthalpy.
- Module 4 - Core organic chemistry: Students will learn about hydrocarbons, alcohols and haloalkanes. They will also learn about organic synthesis and analytical techniques.

Year 13:

- Module 5 - Physical chemistry and transition elements: Students will learn about reaction rates and equilibrium, pH and buffers and electrode potentials.
- Module 6 - Organic chemistry and analysis: Students will learn about aromatic compounds, carbonyl compounds, polymers, chromatography and spectroscopy.

ASSESSMENT:

- Paper 1 - 2 hour 15 minute external examination assessing content from modules 1, 2, 3 and 5.
- Paper 2 - 2 hour 15 minute external examination assessing content for modules 1, 2, 4 and 6.
- Paper 3 - 1 hour 30 minute external examination assessing content from modules 1 to 6.

Practical endorsement: Students complete a minimum of 12 practical tasks to demonstrate practical competence. Performance in these activities will be reported separately to the A Level grade and will be awarded on a Pass/Fail basis.

This course will suit students who are curious about why matter behaves in particular ways and who enjoy using analytical and logical skills to solve problems.

FUTURE OPPORTUNITIES:

Chemists are employedin all areas of industry, forensic science, medicine and environmental science. The general skills acquired in studying Chemistry are also those precisely required in many areas of commerce, finance, accounting, banking and law. Possible degree courses include; Chemistry, Pharmacy, Medicine, Forensic Science, Veterinary Science and Law.








CLASSICAL CIVILISATION

Discover, Uncover And Decipher."Civilisation begins with order, grows with liberty and dies with chaos." Will Durant

SUBJECT REQUIREMENTS:
ENGLISH LANG:5 MATHS:4
SUBJECT SPECIFICS:6 in Classics if taken OR 6 in a humanities or social science subject

EXAMINATION BOARD: OCR

COURSE CONTENT:

OCR's A Levelin Classical Civilisation has been designed to provide learners with a broad, coherent and rewarding study of the literature and culture of the classical world. It offers learners the opportunity to study elements of the literature, visual/ material culture and thought of the classical world, and acquire an understanding of their social, historical and cultural contexts. The course is studied in three distinct components, each with clear and well-defined content and strong supporting materials.

Component 1 - The World of the Hero

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

- Odyssey by Homer
- Aeneid by Virgil

This component is solely focused on the study of literature in translation. In this compulsory component learners will study one of either Homer's Iliad or Odyssey, as well as Virgil's Aeneid. Learners will develop an increasingly sophisticated level of knowledge and understanding of the epics themselves, the way in which they were composed, and the religious, cultural and social values and beliefs of its society. Both texts shouldbe studied in equal levels of depth and should require an equal amount of teaching time. The poems of Homer were considered by the Greeks themselves to be a foundation of Greek culture, standing as they do at the beginning of the Western literary canon. This component provides learners with the opportunity to appreciate the lasting legacy of the Homeric world and to explore its attitudes and values. The epics of Homer, with their heroes, gods and exciting narratives, have been in continuous study since their conception, and remain popular with learners and teachers today. This component also provides learners with the opportunity to appreciate Virgil's Aeneid, a cornerstone and landmark in Western literature. Drawing inspiration from Homer, as well as from his own cultural and political context, Virgil explored what it was to be a hero in the Roman world and created a work which has proven enduringly popular.

Component 2 - Culture and the Arts

- Greek Theatre

The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world, and has had a profound and wide reaching influence on modern culture. To fully understand this cultural phenomenon requires study of not only the plays but the context in which their form and production developed. To develop this understanding this component involves the study of the physical theatre space used by the Greeks to stage their dramas, and also depictions of this staging in the visual/material record. This study of the production of Greek drama is coupled with an in–depth study of three plays, all of which have proven to be enduring favourites. The themes and concepts explored by these plays are of significant relevance and interest as much to the modern audience as they were to that of the original performance. The plays and material culture included in the specification provide learners with a range of interesting sources which will allow them to explore, evaluate and understand this aspect of ancient culture and its relevance to us in the modern world.

Component 3 - Beliefs and Ideas

- Love and Relationships

Ideas about love and relationships are key aspects of the literature, thoughts, and ethics of any society. This component offers the opportunity for learners to recognise and relate to the passions, frustrations and delights of love in the ancient world. The ethical questions raised by these ideas continue to be wrestled over by successive generations and this unit will generate interesting and important discussions about love, desire, sex, sexuality and the institution of marriage. Ancient ideas about men, women and marriage enable learners to discuss the reality of love and relationships in everyday life, whilst study of Seneca and Plato provides a more conceptual approach. Throughout this material learners will be able to draw comparisons and make judgements about ideal and reality, and the nature of 'right' and 'wrong' ways to love or be loved. The study of poetry forms the second half of the unit. Sappho provides a link between the Homeric poems and the literature of 5th and 4th century Athens. She is one of very few female voices from the ancient world; the context of her life is fascinating, and her verse is powerful and evocative. Ovid offers a lighter presentation of relationships and concentrates on the fun and flirtation of budding romances.

ASSESSMENT:

- Paper 1 - The World of the Hero, 40% , 2 hours 30 minutes.
- Paper 2 - Culture and Arts, 30%, 1 hour 45 minutes.
- Paper 3 - Beliefs and Ideas, 30%, 1 hour 45 minutes.

FUTURE OPPORTUNITIES:

A study in Classical Civilisation aids cultural literacy: Classical mythology forms the bedrock of much modern art and literature, and is constantly reworked in theatre and in the visual arts, film and pop-culture. Classics illuminates not only the past, but is entirely relevant to the present. Students who study Classics will increase their analytical and critical thinking skills as they examine and analyze ancient cultures. They will improve their writing and oral communication abilities. It therefore can open doors in the following fields, art, drama, archaeology, teaching in schools and universities, archives, museum curators, writers, banking & financial markets, marketing & communications and the public sector.

DANCE

Create, Move, Express. "It takes an athlete to dance, but an artist to be a dancer." Shanna Lafleur

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS: 4
SUBJECT SPECIFICS: 5 in GCSE Dance if taken or 'Grade 5 in a recognised Dance Syllabus'.

EXAMINATION BOARD: AQA (7237)

Dance qualifications are dynamic andencourage students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education and employers and will help them stand out in the workplace whatever their choice of career.

COURSE CONTENT:

Dancerequires students to develop, demonstrate and articulate practical and theoretical knowledge, understanding and experience of:

- technical and performance skills,
- the process and art of choreography,
- the interrelationship between the creation, the presentation and the viewing/appreciation of dance works,
- the development of dance placed within an artistic and cultural context,
- professional dance works and the significance of these works
- subject specific terminology and its use.
- Component 1 - Performance and Choreography (worth 50% of total mark).
- Component 2 - Critical Engagement (worth 50% of total mark).

ASSESSMENT:

Practical examination, testing solo performance linked to a specific practitioner within an area of study; assesses performance in a quartet and group choreography.

Written examination; 2 hours 30 minutes; testing knowledge, understanding and critical appreciation of one compulsory and one optional set work and their location within a corresponding area of study. Current compulsory set work is Christopher Bruce's 'Rooster'.

This course will suit students who enjoy and are skilled at dancing and choreographing. Those who want to develop significant knowledge by studying dance, personal performance and choreography experience and engage in critical thinking about Dance as an art form.

FUTURE OPPORTUNITIES:

Performing, Choreographing,Teaching, Dance Critic, Arts Administration, Fitness, Dance, Theatre Dance, Dance and Education to PGCE, Performing Arts.

DRAMA AND THEATRE

Create, Perform, Passion. “All the world’s a stage.” Shakespeare

SUBJECT REQUIREMENTS:
ENGLISH LANG:5 MATHS:4
SUBJECT SPECIFICS: 5 in GCSE Drama if taken.

EXAMINATION BOARD: EDEXCEL (9DR0)

COURSE CONTENT:

Year12 servesas a basisfor knowledge and skill development in Drama and Theatre as well as acting as a ‘mock’ for Year 13. Through practical workshops and research sessions, students will explore a range of theatre practitioners, styles and genres. In Year 12 students will begin to study and explore the set texts that are prescribed for the written examination in Year 13.

Students partake in an assessed group devised performance and an assessed group scripted performance as well as various other individual and group performances and presentations. Candidates will have the opportunity to perform in front of invited audiences as well as going into the community to perform their theatre-in-education devised pieces to a primary school audience.

Component 1: Devising (40% of total marks)
- 1.1: A portfolio recording work undertaken (60 marks).
- 1.2: The Devised Performance (20 marks).

Component 2: Text in Performance (20% of total marks)
- 2.1: A group performance (36 marks).
- 2.2: A monologue or duologue (24 marks).

Component 3: Written Examination (worth 40% of total marks)
- 3.1: Live Theatre Evaluation (20 marks).
- 3.2: Page to Stage – Realising a Performance Text (36 marks).
- 3.3: Interpreting a Performance Text (24 marks).

ASSESSMENT:

Amixtureof internal assessment of practical skills and external written examinations testing the full range of subject-specific skills. This course will suit students who are excited by and passionate about Drama and are keen to develop their experiences of classic and contemporary theatre.

FUTURE OPPORTUNITIES:

Acting, Directing, Playwriting, Teaching, Designing, Dramaturgy, Management, Arts Administration and many more.

“It’s great to work so intensely and creatively with other students, you become really close and help each other develop in confidence and performance strength.

ECONOMICS

Treasure,evaluate,compare. “Economics is the art of making the most of life.” Gary Becker

SUBJECT REQUIREMENTS:

ENGLISH LANG: 5 MATHS: 6
SUBJECT SPECIFICS: 6 in Economics if taken. Economics and Business can be taken together.

EXAMINATION BOARD: AQA

Economics examines our wider world; we learn about the key issues and challenges facing our world today. You learn a wide range of subjects, including areas such as markets, poverty, governments, globalisation, and many more. The course is focused on application to real world examples, with an understanding of current affairs being critical.

COURSE CONTENT:

Year 12: You're about to start your journey into the world of economics. We go into the captivating realms of macroeconomics and microeconomics, where we not only learn how money moves both on a national scale, but also in your own neighbourhood. We start this by exploring the world of markets; you'll get to know the ins and outs of supply and demand, why we buy what we buy, and how governments sometimes jump in. This will help us understand how all these puzzle pieces fit together on a national level, shaping our entire economy.

Year 13: We're going deeper into both macroeconomics and microeconomics, but this time, we're tackling real-world issues head-on. You'll explore pressing topics like poverty, inequality, how governments intervene to make things fair, and the big picture of fiscal policy. And we then take this knowledge global. Like zooming out on a map to see how our local knowledge fits nationally and internationally.

Economics isn't just about numbers and charts; it's much more; its about understanding the world and our relationships with money.

ASSESSMENT:

Economics is assessed through examination only; three 2-hour examinations. The papers are linked to specific themes within the course, but holistic knowledge will you analyse topics in depth. There is a combination of both quantitative and qualitative questions, you will need confidence of both to gain top grades.

FUTURE OPPORTUNITIES:

Economics is excellent for working in a range of businesses or further study, from management, analysis, consultancy or careers in finance. It is a course which demands a wide-range of skills and therefore it is valued across a plethora of courses and careers.

ENGLISH LITERATURE

Read, Reflect, Wonder. “A reader lives a thousand lives.” George RR Martin

SUBJECT REQUIREMENTS:
ENGLISH LANG:6 MATHS: 4
SUBJECT SPECIFICS: 6 in English Literature with an enthusiasm for reading.

EXAMINATION BOARD: OCR (H472)

COURSE CONTENT:

- Component 1: Drama and Poetry Pre-1900 - Students are required to study one play by Shakespeare which will be assessed in Section 1 of this component. In addition, students are required to study one pre-1900 drama text and one pre- 1900 poetry text which will both be assessed in Section 2.

- Component 2: Comparative and Contextual Study - Students choose one topic and study at least two whole texts in their chosen topic area, at least one of which must be from the core set text list. Students are required to read widely and independently as well as demonstrate close reading skills in analysing unseen prose extracts.

- Component 3 NEA: Literature Post-1900 – Students are required to study three literary texts, including one prose text, one poetry text and one drama text. The aim of this component is to encourage individual study, interest and enjoyment of modern literature and for learners to develop an appreciation of how writers shape meanings, an understanding of texts informed by an appreciation of different interpretations and an ability to explore connections across texts.

ASSESSMENT:

Two examinations (June) and one internally assessed coursework portfolio. This course will suit those who enjoy wide reading and exploring the different contexts of texts.

FUTURE OPPORTUNITIES:

Media, Theatre Studies, Performing Arts, Journalism, Communication, BA Hons English Literature, Humanities, English Law, English Linguistic studies, English Education and Drama

ENGLISH LITERATURE & LANGUAGE

Inspire, Create, Connect. “Words are, of course, the most powerful drug used by mankind.” Rudyard Kipling

SUBJECT REQUIREMENTS:
ENGLISH LIT or LANG: 6 MATHS: 4
SUBJECT SPECIFICS: 6 in English Literature or language with an enthisoam for reading



EXAMINATION BOARD: Edexcel (9ELO)

COURSE CONTENT:

Component 1: Voices in Speech and Writing - This component has an explicit focus on the concept of ‘voice’. Students will study how spoken voices are formed and written voices created in literary, non-literary and digital texts. Students will develop their understanding of how writers and speakers shape and craft language to present an identity or persona, and will look at connections between texts as well as the significance and influence of context.

Component 2: Varieties in Language and Literature - This component focuses on the ways in which different writers convey their thoughts or ideas on a theme in literary and non-fiction writing. Students will develop their understanding of how writers use language techniques and literary devices to craft their work and communicate ideas or issues, making connections between texts as well as looking at the significance and influence of the contexts in which they were produced and received.

Component 3 NEA: Investigating and Creating Texts – This component has been designed to allow students to demonstrate their skills as writers, crafting their own original texts for different audiences and purposes. In exploring the various forms of writing and the ways different writers use linguistic and literary techniques in texts, students will acquire the synthesised knowledge and understanding required to produce original pieces of writing. This component permits students to pursue their own interests, applying the skills they have developed to investigate a topic they are interested in.

ASSESSMENT:

Two examinations (June) and one internally assessed coursework portfolio. This course will suit those who enjoy wide reading, exploring the different contexts of texts and writing creatively.

FUTURE OPPORTUNITIES:

Media, Theatre Studies, Performing Arts, Journalism, Communication, BA Hons English Literature, Humanities, English Law, English Linguistic studies, English Education and Dr

EXTENDED CERTIFICATE L3 IN FOOD & NUTRITION

SUBJECT REQUIREMENTS:
ENGLISH LANG:5 MATHS: 4
SUBJECT SPECIFICS: 6 in Food and Nutrition if taken at GCSE

EXAMINATION BOARD: WJEC (Eduqas) FSN326

COURSE CONTENT: The qualification will enable learners to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on–going practical sessions. You will gain practical skills to produce quality food items to meet the needs of individuals.

Skills and knowledge that will be acquired on this course will include:
- Development of independent learning.
- Skills to ensure your own dietary health and wellbeing.
- The ability to solve problems.
- The skills of project based research, development and presentation.
- The ability to apply mathematical and ICT skills.
- To gain knowledge and skills to work in a professional environment.
- The ability to apply learning in vocational contexts.

FUTURE OPPORTUNITIES:

This qualification is primarily aimed at students who wish to progress to university to study areas such as Food Science, Product Development, Food Microbiologist and Dietetics. However, it would also support other careers such as those working in Social Care, Hospitality and Catering and the Health and Fitness

ASSESSMENT: The course is assessed through 4 units of work.

- Unit 1: Nutritional needs across the life stages. This is a written examination: Time of exam – 1 hour 30 minutes 25% of qualification
- Unit 2: Developing practical food production skills. This is a practical and written project set by WJEC completed in 11 hours 30 minutes 25% of qualification
- Unit 3: Principles of food hygiene and food safety in food production. This is a written examination: Time of exam – 1 hour 30 minutes 25% of qualification
- Unit 4: Experimenting to solve food production problems/Current Issues in Food Science and Nutrition Non-examination assessment. This is a project brief set by WJEC which will include a scenario and several tasks. Students will have 12 hours to complete their work.



GEOGRAPHY

Measure, Map, Explore.“Geography is an earthly subject but a heavenly science.” Edmund Burke

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS: 4
SUBJECT SPECIFICS: 6 in Geography if taken OR 6 in a humanities or social science subject.*
*(Humanities subjects: Geography History, RE – Social Sciences: Sociology & Psychology)

EXAMINATION BOARD: AQA (7037)

COURSE CONTENT:

Component 1: Physical Geography

- Water and carbon cycles (natural systems, the water cycle, the carbon cycle, water, carbon, climate and life on earth); Coasts as
- natural systems (systems and processes, coastal landscape development, coastal management);
- Hazards (concept of a hazard, plate tectonics, volcanic hazards, seismic hazards, storm hazards, fires in nature). Component 2: Human Geography

Global systems and global governance (globalisation, global systems, international trade and access to markets, global governance, the “global commons”, Antarctica as a global common, globalisation critique);

· Changing places (the nature and importance of places, relationships, connections, meaning and representation, place studies);

· Contemporary urban environments (urbanisation, urban forms, social and economic issues associated with urbanisation, urban climate, urban drainage, urban waste and its disposal, other contemporary urban environmental issues, sustainable urban development).

Component 3: Geography Fieldwork Investigation · Compulsory 4 days fieldwork involving data collection in environments

· 3-4,000 words.

ASSESSMENT:

- Paper 1 - 2.5 hrs 40% - Component 1 covering water and carbon cycles, coasts and hazards.
- Paper 2 - 2.5 hrs 40% - Component 2 covering global systems and governance, changing places and urban

Coursework - 20% - students undertake an independent investigation that involves fieldwork, producing a written report of 3000-4000 words.

This is an issues-based course which will suit students who have an interest in current affairs of global concern and who enjoy studying a subject that is relevant to their own lives and experiences. There is an even balance between physical and human components. Successful students will be those that want the opportunity to carry out practical work outdoors as well as through classwork, who enjoy working independently, using the new technologies and who want to broaden their studies to cover both ‘Sciences’ and ‘Humanities’.

FUTURE OPPORTUNITIES:

The transferableskills gained through this course are highly valued and therefore useful for a multitude of degree courses and career opportunities including with the Civil Service, Town Planning, Local and National Government, Leisure and Tourism, Media, Environmental and Earth Sciences. Geography is a facilitating subject, prized by Russell group universities.

GRAPHIC COMMUNICATION

See, serve, Solve. “Design creates culture. Culture shapes values. Values determine future.” Robert L Peters

SUBJECT REQUIREMENTS:

ENGLISH LANG: 5 MATHS: 4
SUBJECT SPECIFICS: 6 in GCSE Art and Design, Textiles or Photography or GCSE Graphics.

EXAMINATION BOARD: AQA (7203)

Graphic Communication is all around us in the modern world and this absorbing creative subject gives you the opportunity to study how these messages are created and utilised. This course has a strong emphasis on establishing a thorough understanding of design principles and encourages you to develop your powers of observation, ideas, imagination, problem-solving, knowledge of contextual studies and practical skills. The field of graphic design represents a large profession, one of the largest in the world. The profession embraces change, requiring those pursuing graphic communication careers to learn new and diverse skills continually.

COURSE CONTENT:

Students are introduced to a variety of experiences that explore a range of graphic communication media, processes and techniques, and they are encouraged to investigate both traditional and new media. Students explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. They explore relevant images, artefacts and a diverse range of resources, including European and non-European examples and their responses and final outcome responses are evidenced through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Students are required to work in one or more areas of graphic communication, including these listed below. Students may explore overlapping areas and combinations of areas comprising for example:

- advertising,
- packaging design,
- design for print,
- illustration,
- communication graphics,
- branding,
- multimedia.

ASSESSMENT:

- Component 1 - Coursework Portfolio showcasing your practical skills/ Personal Study (a written study of between 1000-3000 words). The portfolio will amount to 60% of the final grade.
- Component 2: Externally Set Assignment - The externally set assignment will commence from February 1st, and students will consider starting points and select one. Preparatory work will be presented along with a final piece that will be completed in 15 hours of unaided, supervised time. This assignment will amount to 40% of the final grade.

FUTURE OPPORTUNITIES:

Careers and university courses in the world of graphic design are varied and include areas such as printed graphics, Illustration, set design, film, web design, game design and advertising. We have even had some students go on to study architecture. This course will also support anyone whose chosen career path may involve design, problem solving and visual presentation.

HEALTH AND SOCIAL CARE

Nurture, Examine, Discover. "Healthcare is aright, not a privilege." Edward Kennedy

SUBJECT REQUIREMENTS:

ENGLISH LANG: 5 MATHS: 5 SUBJECT SPECIFICS: 5 in Biology or 55 in Combined Science.

EXAMINATION BOARD: PEARSON LEVEL 3 AAQ BTEC NATIONAL IN HEALTH AND SOCIAL CARE (EXTENDED CERTIFICATE)

The AAQ BTEC National Extended Certificate in Health and Social Care is equivalent to one A Level. This qualification carries equivalent UCAS points ranging from 16 (E) to 56 (A*). It offers students access to many universities including those part of the Russell Group, and is not limited to Heath and Social Care related career pathways. For students, who opt not to go on to university, this course offers a route into a broad range of apprenticeships or employment.

COURSE CONTENT:

Over the two years, you will study the following mandatory units:

- Human Lifespan Development - physical, intellectual, emotional and social (PIES), factors affecting growth and development, and the interventions required
- Human Biology and Health - human body structure and systems, normal physiological functional and the impact of common disorders
- Health and Social Care Practice - score principles, values and legislation that underpin the industry, and the effect of social determinants on an individual health status

You will also study one of the following units (to be confirmed):

- Health, social policy and wellbeing
- Promoting health education
- Safe environments in health and social care
- Health sciences

Please be aware that the themes and topics including

- Cancer
- Dementia
- Child protection and welfare
- Safeguarding
- Child abuse; physical abuse and injury, neglect, emotional abuse, sexual abuse, domestic abuse.

ASSESSMENT:

- Human Lifespan Development - this unit is externally assessed through one examination of 80 marks lasting 1 hour and 30 minutes. Undertaken during Year 12
- Health and Social Care Practice - core principles, values and legislation that underpin the industry - the unit is internally assessed and consists of an assignment-based portfolio. Undertaken during Year 12
- Human Biology and Health - this unit is externally assessed through one examination of 80 marks lasting 1 hour and 30 minutes. Undertaken during Year 13
- Health, Social Policy and Wellbeing (for example) - the unit is internally assessed and consists of an assignment-based portfolio. Undertaken during Year 13

FUTURE OPPORTUNITIES:

This course complements many other A Level subjects leading to professions such as, but not limited to, paediatric nursing, midwifery, occupational therapy, physiotherapy, early years and childhood studies, social work, psychology, and radiology. Health and Social also offers access to wide ranging career paths outside the sector such as Law, project management, forensic science, and anthropology.

HISTORY

Reflect, Evaluate, Resolve. “To be ignorant of the past is to be forever a child.” Cicero

SUBJECT REQUIREMENTS:

ENGLISH LANG: 5 MATHS: 4
SUBJECT SPECIFICS: 6 in History if taken OR 6 in a humanities or social science subject*
*(Humanities subjects: Geography History, RE – Social Sciences: Sociology & Psychology)

EXAMINATION BOARD: EDEXCEL (9HI0)

A Level History encompasses a comprehensive study of significant transformations in Britain and the USA during the twentieth century. Students will explore the political, social, economic, and cultural changes in Britain from 1918 to 1979. This thematic approach examines responses to wartime challenges, economic fluctuations, technological advancements, and the pursuit of social equality, providing a broad understanding of the era's developments. The course also offers an in-depth analysis of the USA from 1955 to 1992, focusing on post-World War II affluence, the civil rights movements, and the changes in the political and economic landscape. Additionally, the curriculum includes a critical examination of the witch craze that swept through Europe

and America delving into the social, economic, and political dimensions of witch hunts, as well as the intellectual shifts

that contributed to the decline of such phenomena. Through critical analysis and in-depth research, students will develop the ability to interpret historical evidence, construct well-supported arguments, evaluate historical sources and interpretations, and engage with complex narratives.

COURSE CONTENT:

Unit 1 - Breadth study with interpretations. Option 1H: Britain Transformed, 1918-97

This option comprises a study in breadth, in which students will learn about the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918–79. Students will consider responses to the challenges of war, fluctuations in the economy, technological advancement and the desire for greater social equality. The focus of study is on developments and changes over a broad timescale and so

the content is presented as themes spanning the years 1918–79.

Theme 1 - A changing political and economic environment

Theme 2 - Creating a welfare state

Theme 3 - Society in transition

Theme 4 - The changing quality of life

This option also contains a study in depth of historical interpretations evaluating the impact of Thatcher’s government on Britain, 1979–97.

Unit 2 - Depth study with sources. Option 2H. 2: The USA, 1955-92: conformity and challenge

This option comprises a study in depth of the USA in the years 1955–92, from post-1945 affluence, through racial and political protests in the 1960s, to the technological changes and their impact on culture in the 1980s and the development of bitter divisions between Democrats and Republicans. Students will gain an in-depth understanding of the challenges posed to the American political system by popular protests and different styles of leadership, and the effects on society of widespread economic, social and cultural change. The unit comprises of the following key topics:

- Affluence and conformity, 1955–63
- Protest and reaction, 1963–72
- Social and political change, 1973–80
- Republican dominance and its opponents, 1981–92

Unit 3 - Themes in breadth with aspects in depth. Option 33: The witch
craze in Britain, Europe and North America, c1580-c1750.
This option comprises two parts: the Aspects in Breadth focus on long-term changes and the decline in belief in magic and witchcraft which contextualises the Aspects in Depth, which focus on five witch hunt case studies. Together, the breadth and depth topics explore the nature of the witch craze that took hold in the late sixteenth century and the changing attitudes to magic and sorcery that eventually contributed to its decline. Together, students will study the social, economic, political and dimensions of the phenomenon, and the broad intellectual changes that ushered in what is often called the Age of Reason.

Aspects in Breadth: Challenges to the Witch Craze, c1580– c1750:
Theme 1 - Changing attitudes to witchcraft in Britain
Theme 2 - The wider intellectual context: the coming of the age of science and reason

Aspects in depth: Persecuting Witches
- The North Berwick witches in Scotland, 1590–91 and the aftermath to 1597
- The Lancashire witches of 1604–13
- The Great Witch Hunt, in Bamberg, Germany, 1623–32
- Matthew Hopkins and the East Anglian witch craze, 1645–47
- Cotton Mather and the Salem witch hunt, 1692–93

ASSESSMENT:

- Unit 1: Written Paper - 2 hours 15 minutes, worth 30% of total qualification.
- Unit 2: Written Paper - 1 hour 30 minutes, worth 20% of total qualification.
- Unit 3: Written Paper - 2 hours 15 minutes, worth 30% of total qualification.
- Unit 4: Coursework - worth 20% of total qualification.

This course will suit students who are passionate about studying the past and who want to know 'how' and 'why' events have happened. A Level History will also suit any students who relish taking part in discussions, likes reading and enjoys both group and independent study.

FUTURE OPPORTUNITIES:

Career opportunities are many and varied including Journalism, Teaching, Heritage, Restoration, Research, Politics, Civil Service, and Law. Possible degree courses include History, Archaeology, Art History, Law, Political History, International Relations, Ancient History, Medieval History, Economic History, and Egyptology.

The teaching staff really take time to understand each individual's aspirations and they work their hardest to ensure these can be achieved.



MATHEMATICS

Reason, Rationalise, Realise. “Mathematics is in its own way, the poetry of logical ideas.” Albert Einstein.

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS:7

EXAMINATION BOARD: EDEXCEL (9MA0)

COURSE CONTENT:

Students will study topics within the areas of core mathematics, statistics and mechanics, as described below:

- Core Mathematics - proof, algebra and functions, coordinate geometry, trigonometry, sequences and series, exponentials and logarithms, differentiation, integration, numerical methods, vectors.
- Statistics - statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing.
- Mechanics - quantities and units in mechanics, kinematics, forces and Newton's laws.

ASSESSMENT:

Students will be required to sit three examinations. The course will suit students who enjoy recalling, selecting and using knowledge of mathematical facts, concepts and techniques in a variety of contexts, including real world situations.

ENTRY REQUIREMENTS:

7 in GCSE Mathematics*.

*Indicator for external students; internal students by negotiation.

FUTURE OPPORTUNITIES:

Those wishing to follow university courses ranging from Engineering, Sciences and Medicine through to Finance and Accountancy, Economics and Mathematics will find this course useful. Mathematics can also be helpful in such courses as Politics, Social Sciences, Philosophy and Music.



FURTHER MATHEMATICS

SUBJECT REQUIREMENTS:
ENGLISH LANG:5 MATHS: 8
SUBJECT SPECIFICS: Can only be taken as a 4th subject alongside Maths.

EXAMINATION BOARD: EDEXCEL (9FM0)

COURSE CONTENT:

Thiscoursebroadens and deepens the content covered in A Level Mathematics and is designed to be learnt alongside A Level Mathematics. Further Mathematics can be chosen as a one-year course (to achieve an AS Level) as a fourth subject choice in addition to three other subjects. AS Level Further Mathematics core content includes: proof, algebra, vectors, complex numbers and matrices.

ASSESSMENT:

Studentswill be required to sit three examinations. This course will suit students who can think logically, process information accurately and enjoy developing the skills to manipulate numbers and mathematical processes.

FUTURE OPPORTUNITIES:

As with A Level Mathematics, Further Mathematics is useful for a wide range of university courses and careers. In particular, the Sciences, Finance and Business, and Engineering. This subject is an advantage if you wish to study Mathematics or, Pure or Applied Science at university.

CORE MATHS

SUBJECT REQUIREMENTS:
ENGLISH LANG:5 MATHS: 5
SUBJECT SPECIFICS: Can only be taken as a 4th subject.
Cannot be taken with Maths

EXAMINATION BOARD: AQA (1350)

COURSE CONTENT:

Core Maths consolidates and extends the mathematics learnt at GCSE. It is ideal for students who need transferable mathematical skills to support their other subjects. It is about using and applying mathematics. With 80% of the content taken from GCSE Mathematics, the emphasis is on helping students to use the knowledge they already have to explore, understand and solve problems. The course is designed to maintain and develop real life mathematical skills. What you study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life.

ASSESSMENT:

Students will be required to sit two examinations. This course will suit students who want to maintain and develop their valuable mathematical skills, but do not wish to take A Level Mathematics.

FUTURE OPPORTUNITIES:

Mathematics is a key skill that all employers like to see, but the course content is particularly relevant for careers in the financial sector. This subject is an advantage if you wish to study A Level Psychology, Sciences, Business Studies or Geography.

MEDIA STUDIES

Watch, Interpret, Conclude. "Social media isn't a fad, it's a fundamental shift in the way we communicate." Erik Qualman

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS:4
SUBJECT SPECIFICS: 5 in Media if taken

EXAMINATION BOARD: WJEC EDUQAS (A680QS)

COURSE CONTENT:

Theoretical Framework including; Media language, Media representation, Media industries and Media audiences.

ASSESSMENT:

Component 1

Questions will focus on media language, representation, media industries, audiences and media contexts. Written examination (2 hours 15 minutes) 35% of A Level.

- Section A: Analysing Media Language and Representation This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers. There are two questions in this section:

· one question assessing media language in relation to an unseen audio-visual or print resource,

· one extended response comparison question assessing representation in one set product and an unseen audio- visual or print resource in relation to media contexts.

· Section B: Understanding Media Industries and Audiences This section ssesses two of the following media forms - advertising, marketing, film, newspapers, radio, video games and media contexts. It includes:

· one stepped question on media industries,

· one stepped question on audiences.

Component 2

Questions will focus on media language, representation, media industries, audiences and media contexts. Written examination (2 hours 30 minutes) 35% of A Level.

- Section A: Television in the Global Age
  There will be one two-part question or one extended response question.
- Section B: Magazines - Mainstream and Alternative Media There will be one two-part question or one extended response question.
- Section C: Media in the Online Age
  There will be one two-part question or one extended response question.

Component 3

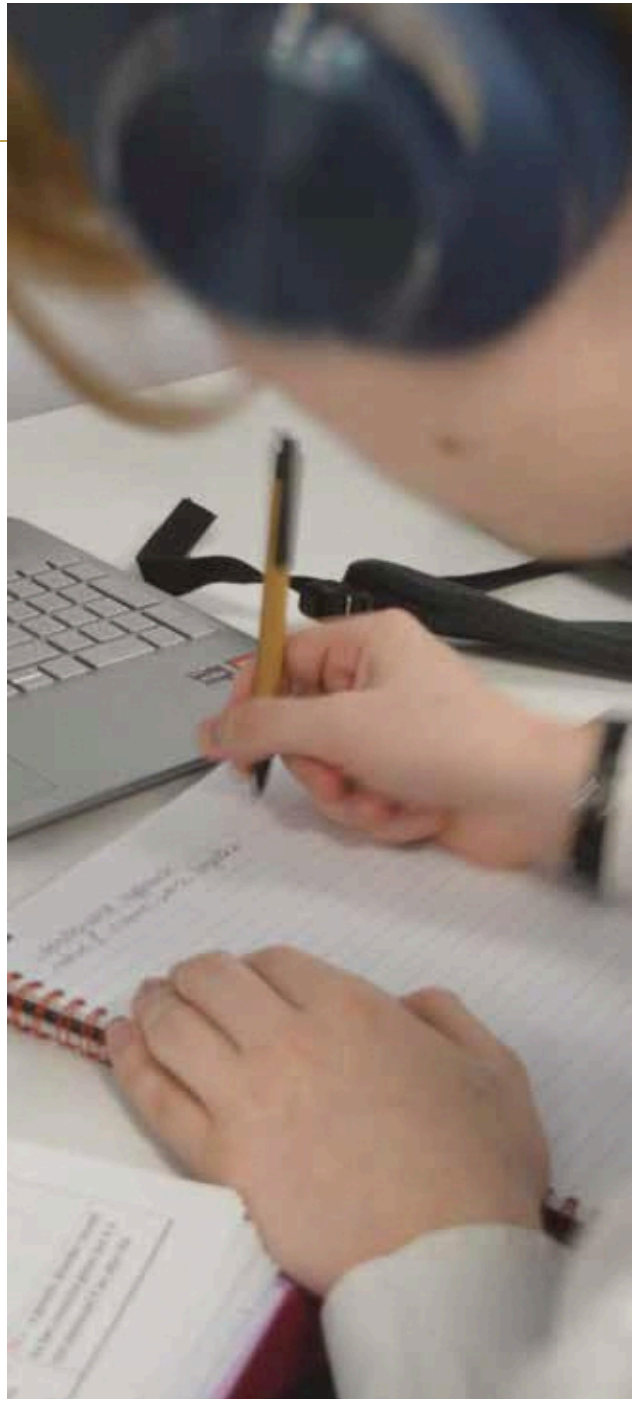
- Non-Examination Assessment: Cross-Media Production
  This component assesses application of knowledge, understanding of the theoretical framework and practical skills relating to the media format of their choice. 30% of A Level. Assessed by teachers and Moderated by WJEC Eduqas.
- Task
  An individual cross-media production based on two forms in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework and digital convergence.

This course will suit students who take an interest in current affairs and developing technologies. The ideal Media student will question the messages encoded in the media texts that surround them and consider the impact that the media and developing technologies are having on society as a whole.

FUTURE OPPORTUNITIES:

A wide range of career opportunities exist within the media. The range of skills developed means that most professions are accessible. Any Humanities or Social Science degree is possible, and it is possible to study Media as a discreet course or as a joint degree.

"There is a strong sense of community and excellent support from staff. There is also a wide range of subjects including new and interesting ones such as Psychology, Media and Sociology.



SPANISH

Global, Expressive, Cultural. "El que no idiomas, no sabenada de la suya." (He who knows no foreign languages knows nothing of his own) Goethe

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS:4

SUBJECT SPECIFICS: 5 in GCSE Spanish

EXAMINATION BOARD: AQA

COURSE CONTENT:

The AQA A-Level Spanishcourse is both linguistically and culturally rich.
Year 1 topics include:
· Aspects of Hispanic society – such as family dynamics, changing roles, and the impact of technology
· Artistic culture in the Hispanic world – including music, cinema, and traditions
· Study of a Spanish-language film, for example, Volver by Pedro Almodóvar
Year 2 topics include:
· Multiculturalism and immigration in Spanish-speaking countries
· Political life and social movements in the Hispanic world
· Study of a Spanish-language literary text, for example, La Casa de Bernarda Alba by Federico García Lorca
· An Independent Research Project (IRP) on a cultural, political, or social topic of your choice related to the Spanish-speaking world

The course alsoincludes regular grammar and vocabulary development, as well as translation skills (both into and from Spanish).

ASSESSMENT:

The course is assessed entirely through examinations at the end of Year 13.
Paper 1: Listening, Reading, and Writing
· Duration: 2 hours 30 minutes
· Worth: 50% of the A-Level
· Includes translation exercises and comprehension tasks
Paper 2: Writing
· Duration: 2 hours
· Worth: 20% of the A-Level
· Includes two essays: one on the film, one on the book
Paper 3: Speaking
· Duration: 21–23 minutes
· Worth: 30% of the A-Level
· Includes a discussion based on a stimulus card and a presentation/conversation on your Independent Research Project

FUTURE OPPORTUNITIES:

Studying A Level Spanish opens many doors, degrees in Spanish, Modern Languages, or joint honours (e.g Spanish & international Business, Law with Spanish) European Studies, Translation, Linguistics, or Latin American Studies. Careers; Translation and interpreting, language teaching, international business and trade, travel and tourism, journalism, media and broadcasting, Diplomacy and the Foreign Office.



PHYSICAL EDUCATION

SUBJECT REQUIREMENTS:
ENGLISH LANG: 5 MATHS: 4
SUBJECT SPECIFICS: 5 in PE if taken at GCSE – all candidates should be playing a sport outside of school at a good level or have experience of playing sport in a school to a high standard.

EXAMINATION BOARD: OCR (H555)

The subject-content for Physical Education is wide and ranging and includes: applied anatomy and exercise physiology; biomechanical movement; skill acquisition; sport psychology and sport and society.

COURSE CONTENT:

The content is divided into four components; each component is further sub-divided into topic areas:

· Component 1: Physiological factors affecting performance
· Applied anatomy and physiology
· Exercise physiology
· Biomechanics, including technology in sport
· Component 2: Psychological and sociocultural themes in physical education
· Skill acquisition
· Sports psychology · Sport and society
· Component 3: Socio-cultural issues in physical activity and sport
· Sport and society
· Contemporary issues in physical activity and sport
· Component 4: Performance in physical education · Performance or coaching of an activity taken from the approved lists
· Evaluation and Analysis of Performance for improvement (EAP)

ASSESSMENT:

- Component 1 - 2 hour written paper, worth 30% of total A Level.
- Component 2 - 1 hour written paper, worth 20% of total A Level.
- Component 3 - 1 hour written paper, worth 20% of total A Level.
- Component 4 - Practical and Non-exam assessment, worth 30% of total A Level.

This course will suit students who have an interest in sport, both as a performer or as an observer.

FUTURE OPPORTUNITIES:

These include: Teaching,Sport Science, Sport and Physical Education, Physiotherapy, Sports Coaching and Development, Sports Studies, Leisure and Recreation Management, Sports Equipment Product Design, Biomedical Sciences, Primary Teaching with QTS, Sports Journalism, Physiotherapy and Sports Psychology.

PHYSICS

Think, Test, Trial. “Physics is the only profession in which prophecy is not only accurate but routine." Neil Degrasse Tyson

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS: 7
SUBJECT SPECIFICS: 6 in two GCSE Sciences including Physics. Students taking Combined Science must have at least a 66.

EXAMINATION BOARD: AQA (7408)

COURSE CONTENT:

Year 12:

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and energy
- Electricity

Year 13:

- Further mechanics and thermal physics
- Fields
- Nuclear physics

Plus one option from: Astrophysics, Medical physics, Engineering physics, Turning points in physics or Electronics.

ASSESSMENT:

Written papers

- Paper 1 - Topics 1-5 and periodic motion (34% of marks) 2 hours
- Paper 2 - Topics 6-8 (34% of marks) 2 hours
- Paper 3 - Practical skills, data analysis and optional topic (32% of marks) 2 hours



Practical Endorsement in Physics: Based on practical work carried out during the course. This is reported separately from the A Level grade.

This course will suit those students who want to ask the big questions about how the universe works and the nature of reality, those who want to design solutions to human problems and those who want to apply mathematics in real life situations.

FUTURE OPPORTUNITIES:

Studying A Level Physics offers an infinite number of amazing career opportunities. It is a key facilitating subject accepted and valued for entry onto many degree courses and is a required subject for most engineering degrees. Careers include medical imaging, radiography, product design, architecture, systems developer, acoustic engineer, geophysicist and more.

POLITICS

Question, Debate, Decide. “Be the change you wish to see in the world.”

SUBJECT REQUIREMENTS:

ENGLISH LANG: 5 MATHS: 4
SUBJECT SPECIFICS: 6 in a humanities or social science subject.* (inc. Citizenship)
*(Humanities subjects: Geography History, RE – Social Sciences: Sociology & Psychology)

EXAMINATION BOARD: EDEXCEL

Studying Government and Politics will provide you with an understanding of how UK political systems work and how it is linked to contemporary concerns and events. The course offers a broad choice of topics covering political issues in the UK, political ideologies and global politics. A keen interest in debate, discussion and keeping up with current affairs will be essential. We want you to arrive with your opinions and be ready to be challenged.

COURSE CONTENT:

Paper 1 - UK Politics & Core - 33.3% of total paper's marks
Political Participation, students will study: democracy and participation, political parties, electoral systems, voting behaviour and the media. · Core Political Ideas, students will study: conservatism, liberalism, socialism.

Paper 2: UK Government & Non Core Ideology - 33.3% of total paper's marks

· UK Government, students will study:
· the constitution, parliament, Prime Minister and executive, relationships between the branches

· Optional Political Ideas, students will study: feminism Paper 3 Global Politics - 33.3% of total paper's marks
· Theories of Global Politics, sovereignty and globalisation, global governance: political and economic, global governance: human rights and environmental, power and developments, regionalism and the European Union.

The papers consist of a range of questions requiring students to use their knowledge and understanding (A01) analysis skills (AO2) and their evaluation skills (A03).

FUTURE OPPORTUNITIES:

Government & Politics students may go onto studying Politics at University. From there you might go on to join local or national government, or become a researcher. The course is also useful for those who wish to have a career in journalism or the media.



The thing I love about Psychology is the combination of Science, Maths and English. I also like the different styles of teaching that help the content stick. Psychology gives you the chance to discuss sensitive issues about behaviour, in a really fun and enlightening way.

PSYCHOLOGY

Consider, Challenge, Compare. "The purpose of psychology is to give us a completely different idea of things we know best." Valry.

SUBJECT REQUIREMENTS:

ENGLISH LANG: 5 MATHS: 6

SUBJECT SPECIFICS: 6 in Biology or 66 in Combined Science.

6 in Physchology if taken

EXAMINATION BOARD: AQA (7182)

COURSE CONTENT:

- Unit 1: Topics in Psychology-

Social Influence; Memory, Attachment and Psychopathology.

- Unit 2: Psychology in Context -

Approaches in Psychology, Biopsychology, and Research Methods.

- Unit 3: Issues & Options in Psychology -

Compulsory Section - Issues and Debates in Psychology.

Optional topics - Relationships, Schizophrenia and Forensics

ASSESSMENT:

- Unit 1 - Combination of long, short and extended writing answers (2 hour written exam, 4 equally weighted sections).

- Unit 2 - Combination of multiple choice, short-answer and essay style questions (2 hour written exam, 3 sections - Research Methods double-weighted).

- Unit 3 - Combination of multiple choice, short-answer and essay style questions (2 hour written exam, 4 equally weighted sections).

All Psychology units are assessed through exams which are externally marked.

The course will suit those students with an analytical, logical and scientific mind who are interested in why people behave the way they do.

FUTURE OPPORTUNITIES:

Psychology can be used directly as a psychologist or indirectly in professions which deal with people such as: Marketing, Advertising, PR, Teaching, Police and Fire Service, and Nursing.

RELIGIOUS STUDIES

Question, Believe, Challenge. “Religion is as necessary to reason as reason is to religion. The one cannot exist without the other."George Washinton

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS: 4
SUBJECT SPECIFICS: 6 in RS if taken or 6 in a humanities or social science subject.*
*(Humanities subjects: Geography History, RE – Social Sciences: Sociology & Psychology)

EXAMINATION BOARD: EDEXCEL (9RS0)

COURSE CONTENT:

Philosophy ofReligion

- Philosophical issues.
- Nature and influence of religious experience.
- Problems of evil and suffering.
- Philosophical language.
- Works of scholars.
- Influences of development in religious belief.

- Religion and Ethics
  - Significant concepts in issues and debates.
  - Study of three ethical theories.
  - Application of ethical theories.
  - Ethical language.
  - Deontology, Virtue Ethics and the works of scholars.
  - Medical ethics.

- New Testament Studies
  - Contexts of the New Testament.
  - Texts and interpretation of the Person of Jesus.
  - Interpreting the text and the purpose and authorship.
  - Ways of interpreting the scripture.
  - Texts and interpretation.
  - Scientific and historical-critical challenge

ASSESSMENT:

An externally-assessed written examination comprising three sections. Students answer all questions in Section A and Section B, and one question in Section C.

- Section A - Two structured questions.
- Section B - Two extended-response questions on an excerpt, sourced from the extracts list. These are published in the relevant pages of the A Level Religious Studies Anthology which can be downloaded from the Pearson qualifications website.
- Section C - One extended essay question.

All exams are two hours.

FUTURE OPPORTUNITIES:

The skills developed through Religious Studies A Level are useful and highly valued for a number of degree courses and career opportunities, including Law, Politics, Humanities, Social Work, Civil Service, Teaching, Health Care, Human Resources, Broadcasting, Psychology, Management and Social Care.



SCIENCE (APPLIED Science Extended Certificate)

Experiment, Explore, Test. "The important thing is to never stop questioning. "Albert Einstein

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS: 5
SUBJECT SPECIFICS: 4/5 in Combined Science. 554 if separate science is taken.

EXAMINATION BOARD: PEARSON (BTEC

EXTENDED CERTIFICATE IN APPLIED SCIENCE)

The BTEC Extended certificate in Applied Science is equivalent to 1 A Level. It offers students access to universities and apprenticeships or employment. This qualification will appeal to learners who prefer portfolio-based assessments which will cover a variety of scientific investigations.

COURSE CONTENT:

Mandatory Units

Principles and applications of science (I) Practical Scientific procedures and techniques Science investigation skills
Optional – a teacher selected range from

- Physiology of Human body systems
- Human regulation and reproduction
- Biological molecules and metabolic pathways Genetics and genetic engineering
- Disease and infection.
- Applications or Chemistry (organic or inorganic) Electrical circuits and their application Astronomy and space science.

FUTURE OPPORTUNITIES:

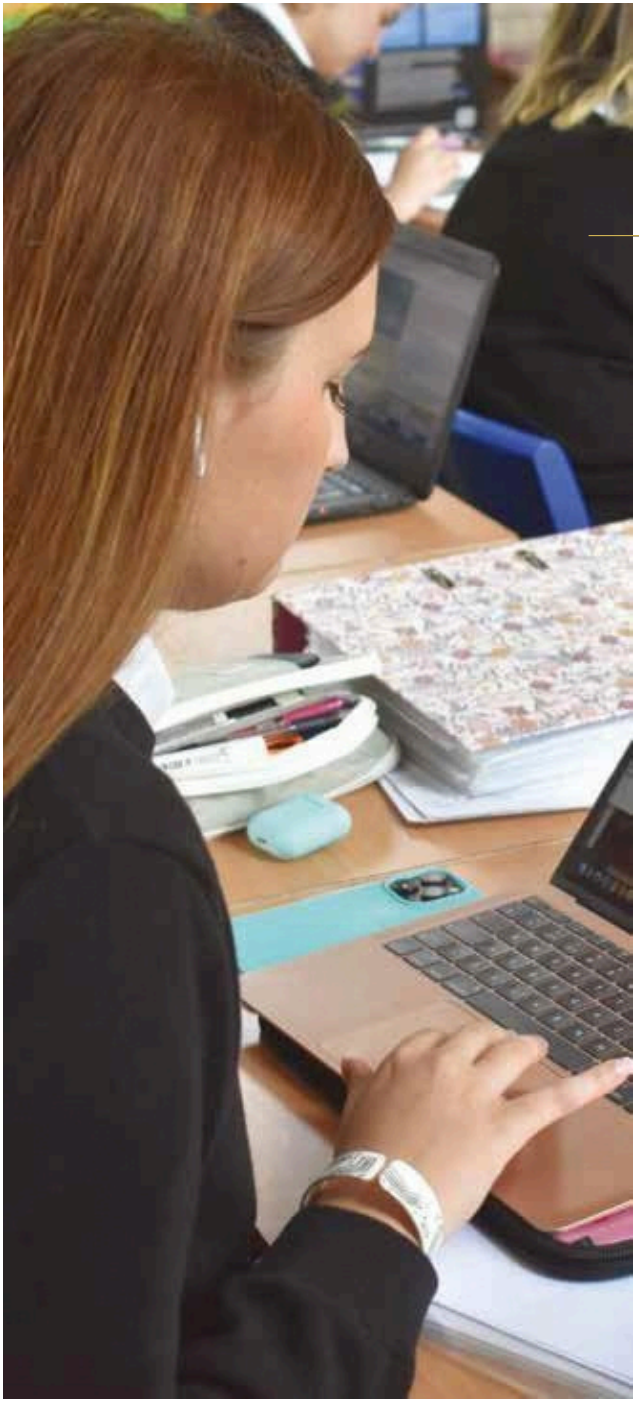
BTEC courses are recognised for providing many progression routes onto degree courses or apprenticeships. This course gives learners the opportunity to develop a range of skills, techniques and attributes for a successful career in the science and related industries with many students going onto university to study science-based courses.

Some of the many career destinations include: dentist, midwife, medical technician, pharmacist, biomedical scientist, research laboratory technician and forensic scientist

ASSESSMENT:

Units 1-3 are externally examined.
Unit 4 is internally assessed and mandatory.
Unit 5 is an internally assessed unit.

Unit	Short Summary
Unit 1 – Principles & Applications of	Covers cell structure and function, tissues, biological molecules, movement of substances across membranes and enzyme activity
Unit 2 – Principles & Applications of	Covers atomic structure, bonding, chemical reactions, calculations and how structure affects the properties and behaviour of
Unit 3 – Principles & Applications of	Covers key physics concepts including forces, energy, electricity and waves, with links to practical and scientific applications
Unit 4 – Practical Scientific Procedures	Develops practical laboratory skills, including scientific equipment accurately, collecting reliable data and analysing and evaluating
Unit 5 – Science Investigation Skills	Develops the skills needed to plan and carry out scientific investigations, process and analyse data, draw conclusions and



SOCIOLOGY

Who? What? Why? “The function of Sociology, as of every science, is to reveal that which is hidden.” Pierre Bourdieu

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS: 4
SUBJECT SPECIFICS: 6 in Sociology if taken OR 6 in humanities or social science subject*
*(Humanities subjects: Geography History, RE – Social Sciences: Sociology & Psychology)

EXAMINATION BOARD: AQA (7192)

COURSE CONTENT:

Sociology is thestudyof society and of people and their behaviour. Sociologists study a wide range of topics. The AQA A Level specification focuses on: education, families & households, mass media, and crime & deviance.

ASSESSMENT:

- Paper 1: Education with Theory and Methods - Written Paper, 2 hour exam.
- Paper 2: Topics in Sociology; Families and Households and the Mass Media - Written Paper, 2 hour exam.
- Paper 3: Crime and Deviance with Theory and Methods - Written Paper, 2 hour exam.

This course will suit those students interested in current affairs and what is going on in the world, who have an analytical mind and good essay writing skills and a willingness to debate.

FUTURE OPPORTUNITIES:

Sociologycanbe used inprofessions that deal with social institutions and lead to careers in Social Work, the Police Service, Nursing, Journalism, and the Law.

TEXTILE DESIGN

Design, Devise, Produce. "Fashion is very important. It is life-enhancing." Vivienne Westwood

SUBJECT REQUIREMENTS:

ENGLISH LANG:5 MATHS: 4
SUBJECT SPECIFICS: 5 in GCSE Art & Design,Graphics or Photography or 6 in GCSE textiles if taken.

EXAMINATION BOARD: AQA (7204)

Students are introduced to a variety of experiences that explore a range of textile media, processes and techniques and they learn about both traditional and new media. Students explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. This will include
an introduction to fashion illustration. Students explore the potential for the use of colour, shape, line, pattern, texture, tone and surface design using sketchbooks to underpin their work where appropriate. Students' responses are shown through practical
and critical activities that demonstrate their understanding of different styles, genres and traditions. Students make outcomes that relate to their investigations and are encouraged to demonstrate their creativity at a high standard that may include items for interiors, fashion or fine art textiles.

COURSE CONTENT:

Students are required to work in one or more area(s) of textile design, such as these listed below. They are encouraged to explore overlapping areas and combinations of areas including: fashion design, textiles for fashion and accessories, costume design, printed and/or dyed fabric and materials, domestic textiles and wallpaper, hand and machine embroidery, constructed textiles and fine art textiles.

ASSESSMENT:

Assessment is Linear and consists of a mixture of practical and written submission.

- Component 1: Component 1 - Will develop a Personal Investigation into a theme of their choice guided by their tutor. Alongside the practical work students will submit a Personal Study (1000-3000 word essay) analysing designers work of their choice. These 2 elements will amount to 60% of the final grade.

· Component 2: Externally Set Assignment - The externally set assignment will commence from February 1st of Year 13, and students will consider starting points supplied by AQA, selecting one to explore. Preparatory work will be presented along with a final piece that will be completed in 15 hours of unaided, supervised time. This assignment will amount to 40% of the final grade.

FUTURE OPPORTUNITIES:

The fashion and textile industry in the UK adds 20 billion pounds to the economy per year. Half a million people are employed in this sector. There are opportunities in Fashion Design, Fashion Promotion, Textile Design, Print Design, Interior Design, Costume Design, Accessories Design, Jewellery Design, Millinery and Textiles Conservation. This course will also support anyone whose chosen career path may involve design, problem solving and visual presentation.

FURTHER INFORMATION

USEFUL LINKS

For each subject in this guide you have been given the Examination Board, Title of the Subject and the Specification Code. This will allow you to find the course on the Examination Board's website and look at the specification in more detail. Please see below some other useful websites:

- www.informedchoices.ac.uk - Use Informed Choices to help you understand which subjects open up different degrees, particularly at Russell Group universities.
- www.ucas.com - Provides information on 16-18 Choices as well as entry requirements for the degree courses being offered by universities.
- www.thetechpartnership.com/tech-future-careers - Provides information on digital careers. · https://discovercreative.careers - provides information on careers in the creative industries
- www.healthcareers.nhs.uk - Provides information on careers in the NHS.
- www.lawcareers.net - Information on the Legal Profession.
- www.skillsforcare.org.uk - Information on careers in Social Care.
- www.studyoverseas.com - Guide to studying abroad.
- www.fulbright.org.uk - Information about studying in the USA including scholarships.
- www.universitycompare.com - Compare and research universities and courses.
- www.getingofar.gov.uk - Apprenticeship information and opportunities.
- www.nationalcareers.service.gov.uk - Provides general careers information, advice and guidance to help you make decisions on career, learning, training and work.





ST BERNARD'S
SIXTH FORM

Milton Road, Westcliff-on-Sea, Essex, SS0 7JS

T 01702 343583
E office@stbernards.southend.sch.uk
www.stbernardswestcliff.org.uk