



**STUART  
BATHURST**  
Catholic High School

# SIXTH FORM PROSPECTUS



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# WELCOME

**A very warm welcome to the Sixth Form at Stuart Bathurst Catholic High School. We are delighted that you are considering joining us.**

Our current and past students will tell you that it is a superb place to further your studies, with excellent specialist teaching and support staff and first class resources. We are pleased to offer you a rewarding, preparatory step towards university, further training or employment.

Through our Christian values, academic excellence and care of each individual, we are totally committed to supporting you to develop intellectually, spiritually and socially. We will facilitate the development of your God-given talents, so that you can make a full and positive contribution to your community.

Our high expectations of conduct, politeness, respect and appearance benefit the whole school community,

allowing students to concentrate fully on achieving their best whilst feeling secure and valued. Sixth Formers are treated as young adults and are encouraged to offer care and service to each other, to the school and to the wider community.

Likewise, their tutors and teachers offer a great deal of support and guidance, they take a keen interest in student welfare and provide strong pastoral care. In return, we expect the highest levels of effort, commitment and achievement from our students. Links with parents are considered to be of the utmost importance.

In addition to the academic achievements of our students, we place great emphasis on enhancing personal development.

We provide many opportunities for students to meet new people, build confidence and broaden their experiences. We actively encourage all sixth formers to take on responsibilities within our community and become involved in the many projects on offer. Students in the Sixth Form offer a great deal of service to the school, their parishes and communities, thereby developing a sensitivity to others, improved communication skills, qualities of leadership and a sense of community. Our school also offers a wide range of cultural and sporting opportunities.

**Mrs Y Jordan**

Assistant Headteacher  
i/c Sixth Form



# THE SIXTH FORM CENTRE FACILITIES FOR YOUR FUTURE

We offer all students new facilities for study and relaxation that rival any Sixth Form or college in the country.

## An area you deserve

Students for many years, have either returned to Stuart Bathurst after their GCSEs or come to us from other schools because of the support they receive and the Sixth Form's long history of success.

That support and success is now bolstered by brand new facilities - a smart, technology-rich and professional environment designed for you to work, rest and play.

## Study

There is now a designated study area that will accommodate your needs and enable you to achieve the best grades possible. These include:

- A space to work in silence. Removing yourself from external distractions will enable you to complete independent study tasks, additional reading and revision.
- Space to work collaboratively to complete tasks with fellow students.
- ICT facilities to enable you to complete NEA tasks, research and independent study.

## Getting the balance right

We recognise the need to unwind and bond with your fellow sixth formers, so you now have a comfortable environment where you have the space to relax, repartee and reenergise after the hours of hard work. There is a refreshments area, games to engage you and toilet facilities for the sole use of Sixth Form students.

## Your responsibility

This is a brand-new facility, from which our students have never previously benefitted. We're proud of it, we hope you are too, but it will only look as good as you maintain it. It is therefore your responsibility to look after this area and keep it looking fresh, tidy and conducive to its purpose.



# SIXTH FORM LIFE

## Employers and Universities are looking for students who can contribute above and beyond academic study.

Priority will often be given to students who show that they have contributed to their community or taken part in worthwhile activities outside of lessons. Students who give examples of such involvement, are showing ENRICHMENT.

Students applying for Medicine/Law/ Dentistry/ Veterinary Science should organise work placements in holiday time.

### Sixth Form Council

The Sixth Form Council meets each month to discuss issues and events. Each Tutor group votes for a male and a female representative.

The Chair of the Council will ask groups to indicate items for discussion.

This is a key forum for your views and opinions to be expressed and heard.

### Entertainments Committee

One representative per tutor group. This committee plans and prepares entertainment activities. Please support this committee by your involvement in activities and new ideas. Previous activities include:

Sixth Form Quiz  
BBQ  
Year 13 Leavers Ball  
Year 12 Trip.

### Opportunities for enrichment within the Sixth Form include:

- Retreat
- Duke of Edinburgh Award
- Voluntary Work
- Charity activities
- Classroom support
- Chaplaincy team
- S.E.N. support
- Theatre Trips
- Young Enterprise SVP
- Peer mentoring



# THE SIXTH FORM DAY

By accepting a place within the Sixth Form, students agree to daily attendance in Year 12 which includes:

- Morning Registration time up to and including afternoon Registration as a compulsory part of the academic day. You must not leave the premises during this time.

For 'Emergencies' see Mr Barrett or Mrs Jordan to explain the issue.

All students are on a full time programme and we expect 100% attendance.

### Absence Procedure

In case of illness or unexpected absence, a parent should telephone the school by 8.30am and leave a message with the receptionist.

Remember that the teaching of all members of Sixth Form classes can seriously be affected by your casual absence. Should time be missed, it is the responsibility of the student to contact teaching staff in order to catch up on work.

### Known Absence

Where possible, all non-emergency appointments should be outside of school time.

Students must inform Mrs Mr Barrett or Mrs Jordan in person before the absence. This will ensure that all teachers/lessons affected are made aware of your absence. 'Doctor' or 'Dentist' is insufficient as a reason; please provide a medical appointment card/letter. If your appointment is first thing in the morning, then we must be shown this prior to the day.

Absence from lessons without completion of an absence form will be regarded as unofficial and breaking your contract.

### Signing Out

Period 1-5: Students are only allowed to sign out if urgent appointments cannot be made at any other time. You must seek the permission of teachers by completing the tutor notification form. Without this form, absence will be regarded as breaking your contract of attendance.

Knowledge of absence the day before: Complete the process as above. Notification forms should have details of where you will be; name of place and telephone number, NOT simply 'DENTIST'.

### Leaving the premises

HEALTH and SAFETY warning.

Students must not leave the premises without completing the 'Notification to Tutor' form and signing out!

Students who leave the premises and contravene our Health and Safety rules endanger lives.

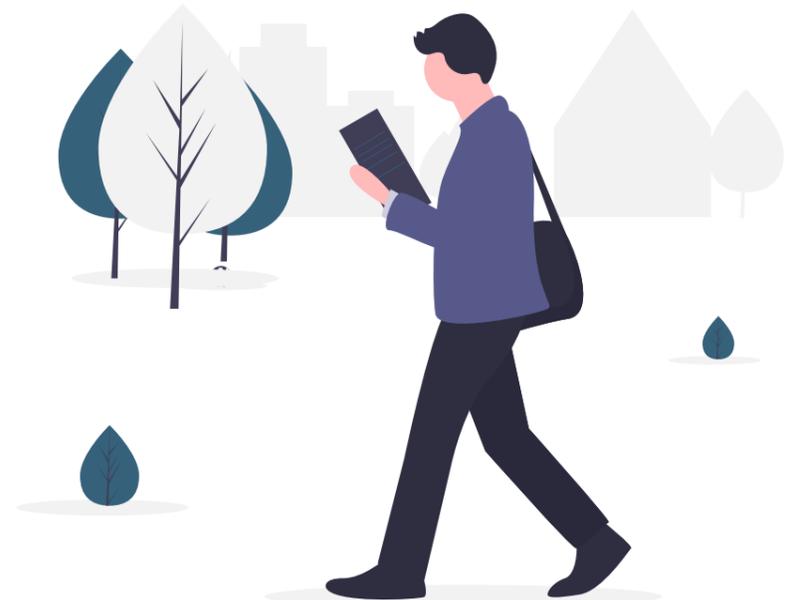
This is a more significant issue than not attending lessons.

Unless given permission, or on a verified trip, students must be on site at all times. Short trips to the local shops are not allowed in this time.

# DRESS CODE

The dress code is about appearance and attitude. You are expected to dress in accord with a place of work. All Sixth Form students are required to wear a suit and adhere to the following:

Unsuitable Clothing	Suitable Clothing	Mobile Phones
<ul style="list-style-type: none"><li>Jeans or denim style clothing or tracksuits/ leggings or leggings type wear.</li><li>Shorts / ¾ length trousers for male students or shorts above the knee for female students.</li><li>T- shirts, sports tops or writing on tops (a small sized logo is acceptable but not preferred).</li><li>Trainers or hybrid trainers/ canvas shoes/ casual shoes/flip flops.</li><li>Outdoor hats, hoods or jackets should not be worn inside the building.</li><li>Skirts MUST be close to knee length. Short skirts are not allowed.</li></ul>	<ul style="list-style-type: none"><li>Fully buttoned shirts for males and plain tops for females.</li><li>Sixth Form Tie (gentlemen).</li><li>Black, or dark coloured, trousers, suits, skirts.</li><li>Shoes, sandals, boots.</li><li>Dance/Sports students must bring kit with them, not to be worn all day around school.</li></ul>	<p>Sixth Form may use mobile phones only in the sixth form area, outside of scheduled lessons. They must not be used whilst walking around the school building or grounds. In order to set an example to younger students, it is vital that this is adhered to. Failure to do so will result in disciplinary consequences.</p>



# SIXTH FORM SUCCESS

Enjoy the challenges, be positive and make a commitment to your study. The rewards will be great!

Success requires you do take an active part in your own learning. Tutors and subject tutors will support you and give you feedback on the progress you are making. Remember to talk through ideas and plan your time effectively.

## Organise Your Time

Naturally, you want to make the most of your opportunities whilst in the Sixth Form. Using your time effectively will help you concentrate on your goals and realise your expectations.

## Personal Action Plan

You need to translate long-term goals and expectations into everyday activities, and so produce your personal action plan. Use schedules to map out your action plan.

### Annual Schedule:

An annual schedule will provide an overall framework in which to work.

### Weekly Schedule:

A weekly schedule will identify your regular commitments and the time left to undertake remaining activities.

### Daily Schedule:

A daily schedule will help you to plan and re-plan effectively.

Consider the length of time available; the priorities of work to be done; the type of work to be undertaken; and the amount of consecutive time each task requires.

## Planning & Preparation

- Draw up a weekly schedule of fixed activities.
- Try to complete at least one major task each day.
- Concentrate on the most important work.
- Undertake important and difficult tasks when you are at your best.
- Set time limits for tasks and stick to them.
- Begin as early as possible.
- Split work into small units so you can see your progress.
- Prepare for work by having all you need at hand.
- Work in an environment in which you feel comfortable.
- Do things well.
- Avoid interrupting yourself.
- Jot down a suddenly remembered job or idea for later attention.

**“AM I MAKING THE BEST USE OF MY TIME?”**

# CATHOLIC: AN IMPORTANT WORD

**Whether new to Stuart Bathurst or not, you will be aware that we are a Catholic Sixth Form within a Catholic School. In essence this means that we are a RELIGIOUS community. We all benefit from this fact in a variety of ways. For example:**

- We profess a strong faith and moral code.
- We put a great deal of emphasis on the pastoral care of all members of our community.
- We have a clear understanding of the presence of God in our lives.
- We believe that each person is a unique individual, loved by God
- We believe that religious and moral education has a vital place within education, as does the practice of our faith.

Joining Stuart Bathurst's Sixth Form means an acceptance and support of our religious community and its practices, regardless of personal belief.

### **What does this mean?**

There will be times that you are required to attend services or practices for services i.e. Holy Days of Obligation such as Ash Wednesday.

These are times when the whole of our community come together to worship. On other occasions, services will be voluntary (weekly masses). You will be required to participate in Form group and Year assemblies.

Charity events are organised on a regular basis. Your support for these events is essential; you are an example to our younger students!

As a community, our educational aims and our religious beliefs and practices cannot be separated. They are closely intertwined.

As a Catholic school we aim to provide an environment where background, personal growth and faith are brought into harmony.

We seek this through the subjects we study, in the light of the gospel and by providing an experience of being served, accepted and valued in a way that reflects the example and attitude of Jesus.

At Stuart Bathurst Catholic High School we, therefore, aim to operate an educational philosophy which:

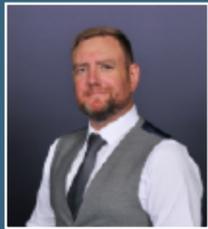
- Places prayer, liturgy and worship at the heart of school life; both celebrating and fostering the development of faith in each individual within the school community.

- Recognises the importance of a purposeful link between home, parish, school and community as a preparation for the student's role as a Christian in the modern world.
- Strives to make our student's experiences of relationships within the school productive and positive and seeks to cherish and develop what is good through mutual respect and understanding.

- Promotes the growth and development of the whole person to their full potential by ensuring that their curriculum experience is within a Catholic context and where the student can be supported in acquiring skills, knowledge, positive attitudes and moral values.
- Provides a Christ centred setting whereby all can live, experience and celebrate the love of Jesus.



# SIXTH FORM TEAM



**Mr J Barrett**  
Head of 6<sup>th</sup> Form

**CONTACT**

0121 556 1488 ext.145  
james.barrett  
@stuart-bathurst.org.uk



**Mrs Y Jordan**  
Assistant Headteacher  
responsible for 6<sup>th</sup> Form

**CONTACT**

0121 556 1488 ext.123  
ysabel.jordan  
@stuart-bathurst.org.uk

## Sixth Form Tutor Team

Miss B Masunga  
Mrs R Wright  
Mrs A Morgan  
Mr A Pepper  
Miss S Shelton  
Mrs C Corns

Mr Barrett and Mrs Jordan have overall responsibility for all matters pertaining to Sixth Form including:

- Admissions to 6th form
- Behaviour in 6th Form
- UCAS registration and applications
- References - in liaison with Form Tutors
- Level 3 course guidance
- Pastoral care arrangements and procedures
- Parental Engagement
- Data and Target setting

- Intervention and attainment
- All trips (University visits and activities)
- Uniform issues
- 'Study Room' management
- Voluntary work monitoring
- Mentoring support
- Extra-curricular activities
- Committees Co-ordinator

Mrs Jordan also oversees:

- General RE Programme
- 6th Form Catholic Life

**If you should have any questions regarding any of these matters, please see Mr Barrett in the first instance and Mrs Jordan for further clarification.**

The following can also be consulted if you are in difficulty:

Subject Tutors,  
Personal Tutors,  
Learning Resource Centre Manager,  
Connexions support staff,

# AS & A LEVEL PROGRAMME

Your Sixth Form study programme has five parts and is designed to enhance your future employability and Higher Education opportunities.

- 1 • 3 or 4 Level 3 Courses
- 2 • Certificate in General RE
- 3 • Sport & Recreation
- 4 • Tutor Time
- 5 • Extra curricular

**All students should follow 3 or 4 A Level or vocational courses in Year 12.**

Students will study the subjects chosen and will, in general, be assessed on three modules per subject.

If you are hoping to gain a modern apprenticeship or apply to University you will be requested to show evidence that you have acquired a wide range of skills and interests.

Therefore it is important that you use the opportunities presented in Year 12/Year 13 to ensure your successes in all five aspects are included in your Job/UCAS Reference.

## Study Time

12-15 hours per week outside of the Sixth Form day.

Now you're in the Sixth Form you will have time set aside for study. All courses require research, reading, and revision of notes. Regardless of work set you should never say, 'I've no work to do'.

You need to understand your notes. Review them after your 'A' level session and discuss problems as they occur with the subject tutor.

## Part Time Jobs

Part-time work is obviously very valuable. However, research suggests that anything over nine hours part-time per week will have an adverse effect on your results next summer.

Don't be short sighted and over commit yourself.

# COURSE OPTIONS

## CHOOSING YOUR PATHWAY

The sooner you apply for a course the better. Some popular courses are oversubscribed and places will be allocated on a first come first served basis or depending on qualifications achieved.

In such cases an alternative course will be offered.

*Estimate the qualifications you think you will achieve at the end of Y11.*

*Think about the subjects you enjoy and need for a particular career.*

Look at the following pages to find out more about the courses we offer.

**In recent years, Post-16 education has undergone a number of changes. These changes have been designed to encourage students to study a wider range of subjects and to combine academic and vocational courses, where appropriate.**

Courses at Stuart Bathurst Catholic High School are offered at either Level 3 (AS/A2/BTEC) or as a combination of Level 2 core subjects (GCSE Mathematics and English Language) and Level 3 BTEC or Cambridge Technical.

Level 3 (A2/BTEC/CTech)

The entry requirement for A Level courses is five GCSEs 9-4 or Level 2 BTEC Merit Grades, including English and Mathematics GCSE at grade 4 or above. Students achieving this level will embark upon 3 or 4 Advanced Level courses.

Students who reach an acceptable standard in their first year assessments will progress to three A Level courses in Year 13. In exceptional circumstances, an able student may decide, in consultation with staff, to continue with four A Level courses. Alternatively, a student who would find three A Level courses difficult may decide to continue with two A Level courses and combine it with a relevant work experience placement.

After internal assessment, and following advice from teaching staff, students opt for subjects to take in Year 13 in order to complete Level 3 courses.

It is possible to combine A Level with Level 3 BTEC and Cambridge Technical (CTech) Awards.

Failure to reach an appropriate standard at the end of Year 12 will result in the student being advised to repeat Year 12 or continue their educational pathway via other routes.

Retaking GCSE Mathematics and/or English Language is compulsory for all students in our Sixth Form who did not achieve Grade 9-4 in these subjects in Year 11.

The courses listed in this prospectus are all offered based on appropriate numbers of students being accepted to study them. Should any course not receive appropriate numbers then it may be withdrawn at the school's discretion.

# ART & DESIGN

## A LEVEL

### OVERVIEW & CONTENT

The aims and learning outcomes for this qualification is to enable students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical and expressive skills, aesthetic understanding and critical judgement
- an interest in, enthusiasm for, and enjoyment of art, craft and design
- the experience of working with a broad range of media
- an understanding of the inter-relationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

#### Practical portfolio

This is a practical portfolio with supporting contextual research in which learners are expected to develop a personal response based on the centre-set or learner set theme leading to a finished realisation or outcome. This portfolio may be presented in appropriate formats for the specialism and area of study chosen using, for example, sketchbooks, mounted sheets, prototypes, digital presentations, animation, scale models or illustrated written work.

#### Related study

Learners are required to establish through this written and, where appropriate, illustrated component, the related context in which their chosen practical portfolio exists.

This enables learners to develop their ability to communicate their knowledge and understanding of art historical movements, genres, practitioners and artworks, considering the way that these evolve within chronological and other frameworks. It also builds their understanding of the relationship between society and art: art historical terms, concepts and issues; methods of researching, investigating and analysing; and how works are interpreted and evaluated.

### ASSESSMENT

#### 01: Personal investigation

60% of total level  
Non exam assessment  
(internally assessed and externally moderated)

#### 02: Externally set task

(15 hours) - 40% of total level  
Non exam assessment  
(internally assessed and externally moderated)

### ENTRY REQUIREMENTS

Grade 5 - GCSE Art & Design

**COURSE TEACHER:** Miss S Shelton [s.shelton@stuart-bathurst.org.uk](mailto:s.shelton@stuart-bathurst.org.uk)

# BIOLOGY

## A LEVEL

### OVERVIEW & CONTENT

The course develops the students understanding of Biology through studying the content but also looks at new/exciting applications of the science in the 'real' world.

The aims of these specifications are to encourage candidates to:

- develop their interest in and enthusiasm for biology, including developing an interest in further study and careers in biology and related disciplines;
- appreciate how society makes decisions about scientific issues and how the sciences contribute 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 biology and how they relate to each other.

The course is taught in units and assessment involves written examinations in June of Year 13. AS examinations are available in June of Year 12 but do not contribute to the full A level.

There is ongoing assessment of practical skills via 12 compulsory practical activities that students must complete individually and record in a suitable lab book.

These qualifications are shown on a certificate as:  
AQA Advanced Subsidiary GCE in Biology.  
AQA Advanced GCE in Biology.

### ASSESSMENT

#### Paper 1

Topics 1-4,  
inc. relevant practical skills  
2 hour written exam  
35% of A Level

#### Paper 2

Topics 5-8,  
inc. relevant practical skills  
2 hour written exam  
35% of A Level

#### Paper 3

Topics 1-8,  
inc. relevant practical skills  
2 Hour written exam  
30% of A Level

### ENTRY REQUIREMENTS

**Either** GCSE Science Triple Award – Grade 7 in Biology (plus min. Grade 6 in Chemistry and Physics)

**Or** GCSE Combined Science – 7 Grades for Core and Additional components

**Plus** GCSE English – min. Grade 6 and GCSE Maths – min. Grade 6

**COURSE LEADER: Mr S Paskin** [s.paskin@stuart-bathurst.org.uk](mailto:s.paskin@stuart-bathurst.org.uk)

# BUSINESS STUDIES

## CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE

### OVERVIEW & CONTENT

This qualification is for learners 16 years old or over who want to study business. This qualification will provide learners with the skills, knowledge and understanding to progress into Higher Education (HE) on a business related programme such as Business, Business Management, Marketing, Business and Finance, Business and Economics, Accounting, and Certificate or Diploma in Human Resource Management. It will also allow learners to choose non-business related degree programmes.

The qualification is designed to be taken as part of a study programme alongside other vocational qualifications, such as Cambridge Technicals in IT, Science or Sport and Physical Activity and A levels including subjects such as Economics, Maths, Geography, Computer Science, Sociology or Psychology.

Learners will take one mandatory unit, The Business Environment - this is an externally assessed unit, and one optional unit.

The mandatory unit will give learners an understanding of the wider external contexts in which businesses operate and of internal business functions and their interdependencies. The unit will allow learners to appreciate how legal, financial, ethical and resource constraints can affect business behaviour and the influence that different stakeholders can have and how businesses must respond.

The optional units cover a wide range of topics to give learners the opportunity to take a unit that is relevant to a specific aspect of business; for example marketing, accounting, human resources or business planning. Learners will also develop transferable skills such as communication, planning, teamwork, research and analysis.

### ASSESSMENT

For this qualification, learners must achieve five units, three mandatory units and two optional units.

**Unit 1 – The Business Environment**  
(Examination)

**Unit 2 – Working in Business**  
(Examination)

**Unit 4 – Customers and Communication**  
(Coursework)

**Unit 8 – Introduction to Human Resources**  
(Coursework)

**Unit 20 – Business Events**  
(Coursework)

### ENTRY REQUIREMENTS

English and Mathematics  
GCSE - Grade 4 or above

**COURSE LEADER: Miss J Brookes** [jess.brookes@stuart-bathurst.org.uk](mailto:jess.brookes@stuart-bathurst.org.uk)

# CHEMISTRY

## A LEVEL

### OVERVIEW & CONTENT

The course develops the students understanding of Chemistry through studying the content but also looks at new/exciting applications of the science in the 'real' world. The aims of these specifications are to encourage candidates to:

- develop their interest in and enthusiasm for chemistry, including developing an interest in further study and careers in chemistry and related disciplines;
- appreciate how society makes decisions about scientific issues and how the sciences contribute 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 chemistry and how they relate to each other.

The course is taught in units and assessment involves written examinations in June of Year 13. AS examinations are available in June of Year 12 but do not contribute to the full A level grade.

There is ongoing assessment of practical skills via 12 compulsory practical activities that students must complete individually and record in a suitable lab book.

### ASSESSMENT

**Paper 1**  
Physical Chemistry; Inorganic Chemistry;  
+ relevant practical skills.  
2 Hours written exam  
35% of A Level

**Paper 2**  
Physical Chemistry; Organic Chemistry;  
+ relevant practical skills.  
2 Hours written exam  
35% of A Level

**Paper 3**  
Any content; Any practical skills.  
2 Hour written exam  
30% of A Level

### ENTRY REQUIREMENTS

**Either** GCSE Science Triple Award – Grade 7 in Chemistry (plus minimum Grade 6 in Biology and Physics)  
**Or** GCSE Combined Science – 7 Grades for Core and Additional components  
**Plus**  
GCSE English – min. Grade 6  
and GCSE Maths – min. Grade 6

**COURSE LEADER: Mr S Paskin** [s.paskin@stuart-bathurst.org.uk](mailto:s.paskin@stuart-bathurst.org.uk)

# COMPUTER SCIENCE

## A LEVEL

### OVERVIEW & CONTENT

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

The aims of this qualification are to enable learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- The capacity to think creatively, innovatively, analytically, logically and critically
- The capacity to see relationships between different aspects of computer science
- Mathematical skills.

### Content Overview:

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data.
- Data types, data structures and algorithms.
- Legal, moral, cultural and ethical issues..
- Elements of computational thinking..
- Problem solving and programming
- Algorithms to solve problems and standard algorithms.

### ASSESSMENT

**Paper 1**  
Computer Systems  
2 Hour 30 Minutes written exam  
40% of A Level

**Paper 2**  
Algorithms and programming  
2 Hour 30 Minutes written exam  
40% of A Level

**Paper 3**  
Programming project  
Non-exam assessment  
20% of A Level

### ENTRY REQUIREMENTS

GCSE Computing / Computer Science - Grade 5 or above  
**Plus** GCSE English and Mathematics Grade 5 or above

**COURSE LEADER: Miss J Brookes** [jess.brookes@stuart-bathurst.org.uk](mailto:jess.brookes@stuart-bathurst.org.uk)

# CORE MATHS

## A LEVEL

### OVERVIEW & CONTENT

Core Maths is a course designed for post-16 students who want to continue studying mathematics but not at AS or A-Level.

The Core Maths qualifications will help you retain, deepen and extend your mathematics to be better prepared for higher education and employment. The qualification merits UCAS points the same as AS Level.

#### 'It's good because I like maths but couldn't do A-level maths'

Core Maths student, Year 12

Core Maths will help you understand and apply clear, mathematical reasoning to real-life problems, analyse and interpret data in various contexts and confidently deal with everyday financial maths. Your studies will include a financial maths element helping you to understand the impact of interest rates on loans and investments.

These practical mathematical skills will also help you with your other A-Level subjects. We highly advise you take this subject if you intend to study:

- Sciences
- Geography
- Business Studies
- Psychology
- Economics

Universities have already come out in strong support of Core Maths qualifications; even subjects like history now recognise the importance of statistics and problem solving skills learned studying Core Maths.

Employers from all different sectors are also firmly behind Core Maths qualifications. Many roles in today's workplace require high levels of budget management and problem-solving skills; Core Maths will equip you with these skills.

Core maths will be delivered during the enrichment slot. You will have two taught hours every week.

This subject can be taken alongside 4 other A Level subjects, if you have the maturity and desire to work beyond usual expectations. It will greatly support you should you intend to study sciences, geography, business studies, psychology or economics.

***'It is essential that students keep up their maths skills but clearly A-level and AS level mathematics aren't for everybody. The Core Maths qualification gives students the opportunity to maintain and develop everyday maths skills that will be really useful to them both at university and when they start work.'***

*Dr Deidre Hughes OBE, chair of the National Careers Council, England*

### ENTRY REQUIREMENTS

GCSE Mathematics at Grade 5 or above at higher tier

**COURSE LEADER: Mr Q Mughal** q.mughal@stuart-bathurst.org.uk

# DIGITAL MEDIA

## CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE

### OVERVIEW & CONTENT

This qualification is designed for learners 16 years old or over who want to study digital media concept and product development.

Learners will take between five and seven units, three mandatory and between two and four optional units (depending on the size of units you choose).

Learners will study the following mandatory units:

- Media products and audiences
- Pre-production and planning
- Create a media product

These units will give learners an understanding of how different media institutions operate to create products that appeal to specific target audiences. They'll gain knowledge and understanding of the pre-production, planning and production processes and go on to create a media product. Through this learners will also develop transferable skills such as planning, communication, adaptability and leadership.

The optional units provide learners with the opportunity to broaden their knowledge, understanding and skills in key areas such as, Social media and globalisation, Journalism and the news industry or Advertising media.

### ASSESSMENT

**Unit 1** – Media Products and Audiences (Examination)

**Unit 2** – Pre-Production and Planning (Examination)

**Unit 6** – Social Media and Globalisation (Examination)

**Unit 3** – Create a media product (Coursework)

**Unit 20** – Advertising Campaign (Coursework)

### ENTRY REQUIREMENTS

GCSE English and Mathematics at Grade 5 or above

**COURSE LEADER: Miss J Brookes** jess.brookes@stuart-bathurst.org.uk

# DRAMA

## A LEVEL

### OVERVIEW & CONTENT

The WJEC Eduqas A level in Drama and Theatre is an exciting and inspiring course which prepares learners for further study in Higher Education. This highly practical specification provides learners with the opportunity to work as either performers and/or designers on three different performances.

#### Component 1: Theatre Workshop

Internally assessed, externally moderated.

20% of qualification.

Learners will be assessed on either acting or design.

Learners 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.

Learners must produce:

- A realisation of the performance or design
- A creative log.

### ENTRY REQUIREMENTS

GCSE English Language at Grade 5 or higher

**COURSE LEADER: Mrs C Pepper** [cath.pepper@stuart-bathurst.org.uk](mailto:cath.pepper@stuart-bathurst.org.uk)

#### Component 2: Text in Action

Externally assessed by a visiting examiner. 40% of qualification.

Learners will be assessed on either acting or design.

Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:

- A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)
- An extract from a text in a contrasting style chosen by the learner.

Learners must realise their performance live for the visiting examiner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner. Learners produce a process and evaluation report within one week of completion of the practical work.

#### Component 3: Text in Performance

Written examination: 2 hours 30 minutes. 40% of qualification

Sections A and B

Two questions, based on two texts, one each from pre-1956 and post-1956.

Pre-1956: The Trojan Women, Euripides / As You Like It, William Shakespeare / Hedda Gabler, Henrik Ibsen / Machinal, Sophie Treadwell / Cat on a Hot Tin Roof, Tennessee Williams

Post-1956: Saved, Edward Bond / Accidental Death of an Anarchist, Dario Fo / Racing Demon, David Hare / Love and Information, Caryl Churchill / Chimerica, Lucy Kirkwood

Section C

Closed book: The extract of text required for answering the questions will be printed on the examination paper.

A series of questions based on a specified extract from The Curious Incident of the Dog in the Night-Time, Mark Haddon, adapted by Simon Stephens.

# ENGLISH LITERATURE

## A LEVEL

### OVERVIEW & CONTENT

This course is aimed at those who enjoy reading and writing a wide range of fiction and non-fiction texts.

English Language and Literature enables students to see how linguistic and literary methods are related and to explore these links in their work.

Students will learn about methods of language analysis.

The anthology includes a wide range of text types with a particular emphasis on non-fiction and non-literary material. In this part of the subject content, students explore speech and other genres.

They study a wide range of linguistic and generic features, as well as related issues around questions of representation and viewpoint in texts taken from a range of time periods.

### ENTRY REQUIREMENTS

English Language and English Literature at Grade 6 or above

NB: Students will be advised by their class teacher, Mr Barrett, and the KS5 coordinator regarding the most appropriate A Level course.

**COURSE LEADER: Mrs C Corns** [c.corns@stuart-bathurst.org.uk](mailto:c.corns@stuart-bathurst.org.uk)

### ASSESSMENT

#### AS Level

##### Paper 1 (50%)

Imagined Worlds (Prose)  
Poetic Voices (question on poems from one of four poets).

##### Paper 2 (50%)

Question on the non-fiction anthology  
Piece of re-creative writing using an extract from the anthology and a critical commentary.

#### A Level

##### Paper 1 (40%)

Question on the non-fiction anthology  
Question on the prose text (studied for AS)  
Question on the set poet (studied for AS)

##### Paper 2 (40%)

Writing about society – re-creative piece based on a set text and a critical commentary.  
Question on drama set text.

#### N.E.A (coursework) 20%

A Personal investigation that explores a specific technique or theme in both literary and non literary texts (2,500-3,000 words).

# FRENCH

## A LEVEL

### OVERVIEW & CONTENT

You will learn not just to speak or write about various subjects, but more importantly, to express an opinion about them.

The topics studied for the AS course include the family and relationships, rights and responsibilities, leisure, healthy living, education, jobs and careers, the environment and immigration.

The topics for the A2 course deal with contemporary issues such as the individual, distribution of wealth, health issues, transport issues, science and technology, racism, crime and punishment, the future of Europe and global issues.

#### Why would this A level appeal to me?

If you are looking for a future using communication skills, interpersonal skills, problem solving, team working, organisational skills and independence as well as excellent job prospects, then a modern language is for you. Languages are a personal skill and as such are an enriching experience with plenty of added value.

#### Where does this course lead?

Language study contributes to a broad general education and gives you invaluable practical and transferable skills for the future. In most careers nowadays language abilities are highly valued.

You may choose to specialise in French/German at university or combine your language with other subjects such as Engineering, History, Media and Journalism, Management and Business Studies, Teaching, Fashion Design, Travel & Hospitality Management, Accountancy, European Studies, or International or European Law.

### ENTRY REQUIREMENTS

GCSE French at Grade 5 or above  
GCSE English Language  
at Grade 5 or above

**COURSE LEADER: Mrs D Allen** [dv.allen@stuart-bathurst.org.uk](mailto:dv.allen@stuart-bathurst.org.uk)

### ASSESSMENT

#### AS Level - Assessment

Students will be tested on 3 units.

**Unit 1** - Listening and responding to written questions, mainly in the target language.

**Unit 2** - Reading texts in a foreign language and responding to them. Writing a short piece in the language based on a stimulus.

**Unit 3** - Oral examination discussing a topic of your choice

#### A2 Level - Assessment

Students carrying on with their studies into Year 13 take an additional 3 units.

**Unit 4** - Interpreting between two people who cannot speak each other's language or debating a controversial issue.

**Unit 5** - gives students the chance to write 2 pieces of Coursework on topics which interest them in the relevant country.

**Unit 6** - Listening reading and writing skills, with students often having to deal with business-style situations.

# FURTHER MATHS

## A LEVEL

### OVERVIEW & CONTENT

The specification allows students to build on the skills, knowledge and understanding set out in the whole GCSE subject content for mathematics and the subject content for the Edexcel Advanced Subsidiary and Advanced GCE Mathematics qualifications.

Assessments are designed to reward students for demonstrating the ability to provide responses that draw together different areas of their knowledge, skills and understanding from across the full course of study for the AS further mathematics qualification and also from across the AS Mathematics qualification. Problem solving, complex number theory, proof, differential equations and mathematical modelling are assessed in further mathematics in the context of the wider knowledge

#### Core content

All students must study this content.  
OT1: Mathematical argument, language and proof  
OT2: Mathematical problem solving  
OT3: Mathematical modelling

#### Optional content

Students must study two of these options.  
Option 1 – mechanics  
Option 2 – statistics  
Option 3 – discrete

### ASSESSMENT

#### Paper 1 & Paper 2:

Each paper is 1hour 30mins  
Each paper is 25% of A Level

Any content from:

- A: Proof
- B: Complex numbers
- C: Matrices
- D: Further Algebra and Functions
- E: Further Calculus
- F: Further Vectors
- G: Polar coordinates
- H: Hyperbolic functions
- I: Differential equations
- J: Trigonometry
- L: Coordinate geometry

#### Paper 3 & Paper 4

Each paper is 1hour 30mins  
Each paper is 25% of A Level

One question paper answer booklet on Mechanics or Statistics and one question paper answer booklet on Mechanics or Discrete.

A mix of question styles, from short, single-mark questions to multi-step problems.

### ENTRY REQUIREMENTS

GCSE Mathematics at Grade 8  
or above at higher tier

**COURSE LEADER: Mr Q Mughal** [q.mughal@stuart-bathurst.org.uk](mailto:q.mughal@stuart-bathurst.org.uk)

# GEOGRAPHY

## A LEVEL

### OVERVIEW & CONTENT

Geography helps you to make sense of the world around you. It allows you to understand how natural changes and human activity have had an impact on our planet.

You will develop knowledge of the population, economy, society and environment on a range of scales from local issues to global concerns over different timescales giving you a unique multi-disciplinary understanding of the world.

As an A level, Geography is a facilitating subject, that gives you the chance to keep your options open. Geographers may pursue careers in sustainability, urban regeneration, energy supply, retail location and the management of hazards and climate change.

They can also undertake careers in business, law, human rights, international relations or welfare.

Geography is also a good choice for a future study in a variety of different subjects at degree level, including social sciences, Biology, environmental science and all Humanities subjects.

### ASSESSMENT

2 Exams.  
Each paper is 2 hrs and 30 mins.  
Each worth 40% of A level.

Independent fieldwork investigation of 3,000-4,000 words worth 20% of A Level.

**Paper 1:** Physical Geography  
A: Water and Carbon Cycles  
B: Coastal Systems and Landscapes  
C: Hazards

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

### ENTRY REQUIREMENTS

GCSE English and Mathematics at Grade 5 or above

**COURSE LEADER: Mr T Walker** [t.walker@stuart-bathurst.org.uk](mailto:t.walker@stuart-bathurst.org.uk)

# HEALTH & SOCIAL CARE

## A LEVEL

### OVERVIEW & CONTENT

This Specification provides opportunities for the development of key skills of communication, application of number, information technology, working with others and performance and problem solving.

Health and social care offers a range of opportunities for the exploration of spiritual, moral, ethical, social and cultural issues. Citizenship issues are inherent throughout and there are opportunities for delivering knowledge, skills understanding of such issues throughout the course.

There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is equivalent to one GCE A Level. Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to further education.

Other learners may want to extend the specialism they studied in BTEC level 2 course.

### ASSESSMENT

The course is internally assessed through portfolio work.

#### Core Units

The mandatory content of the qualification incorporates topics relevant across the health and social care sector:

- Human Lifespan Development
- Working in Health and Social Care
- Meeting Individual Care and Support Needs.
- Optional units include:
- Sociological Perspectives
- Psychological Perspectives
- Supporting Individuals with Additional Needs
- Physiological Disorders and their Care.

### ENTRY REQUIREMENTS

English Language and English Literature at Grade 6 or above

NB: Students will be advised by their class teacher, Mr Barrett, and the KS5 coordinator regarding the most appropriate A Level course.

**COURSE LEADER: Mr T Walker** [t.walker@stuart-bathurst.org.uk](mailto:t.walker@stuart-bathurst.org.uk)

# HISTORY

## A LEVEL

### OVERVIEW & CONTENT

As 'A Level Historians' you will be required to demonstrate four key skills in the course:

READ, RESEARCH, REACT and RESPOND to significant events which happened in the past!

**Unit 1:** Tsarist and Communist Russia 1855-1917

The A Level is divided into two sections, the first for AS will look at Tsarist Russia up to 1917. The focus will be on the problems faced by Alexander II, Alexander III and Nicholas II. There will be key strands looking at leadership styles, the importance of the peasantry in Russia, the development of industry and the growth of opposition groups, ultimately leading to the Revolution in 1917.

Tsarist and Communist Russia 1855-1964  
(Year 13 A Level)

The A Level part of the course will then continue from 1917 up to 1964 and will principally deal with the rise of Communism in Russia during these years. Key leaders will be examined including Lenin, Trotsky, Stalin and Khrushchev. Other key events will also be examined such as the Civil War, the Show Trials and Russia's involvement in the Second World War.

**Unit 2:** the Making of Modern Britain 1951-1979

This unit again will be taught across the two years, but the Year 12 course will examine issues in Britain from Churchill's final premiership up to 1979. Topics will cover Macmillan's government and the Profumo Affair, through to Wilson and Heath's domination of British politics in the 1970s. There will be lots of social aspects to the course such as 'The Swinging 60's' and the changing roles of women at this time!

Making of Modern Britain 1951-2007

The second half of the British course will cover the period 1979 right up to 2007 and include the domination of the Labour Party for most of the decade. A large part of the course will focus on the Premiership of Margaret Thatcher and her three terms of office in the 1980s and beyond. There will be a mix of politics, economics and also Britain's position in the world with regard to foreign affairs.

### ASSESSMENT

Assessed in Year 13:  
2 papers - 2hrs 30mins each.  
80% of the final mark for A Level.

Coursework assignment  
3500 words  
20% of the final mark A Level.

**Unit 3:** Non - Examined Assessment (NEA)  
There will be a focus on a one hundred year period before 1700 and this will be the Tudors. Themes explored include leadership styles, foreign and domestic policy for England and Wales at this time and also the effect of the Reformation and religious change in Britain.

### ENTRY REQUIREMENTS

GCSE English Language  
at Grade 5 or above

**COURSE LEADER: Mr T Walker** [t.walker@stuart-bathurst.org.uk](mailto:t.walker@stuart-bathurst.org.uk)

# ICT

## CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA

### OVERVIEW & CONTENT

This qualification is for learners who prefer to study IT in a context that allows them to learn and be assessed in ways that are practical and relevant to the IT sector.

This qualification is not just about being able to use computers. Employers have told us that they need people who are able to help them develop their systems or the systems for their customers, use IT as a tool to analyse data and develop applications.

Learners could progress onto a Level 4 apprenticeship such as Network Engineer or Software Developer or into employment in the IT sector in areas such as technical support, digital technologies, application development or data analysis.

The qualification has been developed to be taken as part of a wider programme of study incorporating a variety of Level 3 qualifications such as the vocational Cambridge Technicals in Business and/or A levels in Computing, English and Mathematics. There are no specific prior learning requirements, although a good level of literacy and numeracy is expected.

### ASSESSMENT

Learners will take five units, made up of three mandatory and two optional units. They will choose to study one of four specialist pathways depending on the career they wish to pursue.

**Unit 1:** Fundamentals of IT (Examination)

**Unit 2:** Global Information (Examination)

**Unit 6:** Application Design (Coursework)

**Unit 9:** Product Development (Coursework)

**Unit 21:** Web Design and Prototyping (Coursework)

These units provide learners with an insight into the IT sector, as they investigate the pace of technological change, IT infrastructure, and the flow of information on a global scale, as well as the important legal and security considerations.

In addition, learners are required to complete three further units, one of which must be the designated mandatory unit for their chosen pathway, thereby ensuring that they are specialising in a specific area as part of their study programme. They will be firmly en route to achieving a qualification that is relevant to the job role they wish to pursue as well as equipping them with relevant employability skills.

The remaining optional units chosen will support and enhance the skills that learners are developing in a particular pathway, thus enabling them to gain a deeper appreciation of a specific industry, occupation or occupational group.

### ENTRY REQUIREMENTS

GCSE English and Mathematics  
at Grade 5 or above

**COURSE LEADER: Miss J Brookes** [jess.brookes@stuart-bathurst.org.uk](mailto:jess.brookes@stuart-bathurst.org.uk)

# MATHEMATICS

## A LEVEL

### OVERVIEW & CONTENT

The specification provides students with opportunities to develop a logical approach to problem-solving, use concise language in proofs as well as their mathematical knowledge and skills. It is therefore useful preparation a wide range of degree courses.

**OT1:** Mathematical argument, language and proof

**OT2:** Mathematical problem solving

**OT3:** Mathematical modelling

A: Proof  
B: Algebra and functions  
C: Coordinate geometry in the (x,y) plane  
D: Sequences and series  
E: Trigonometry  
F: Exponentials and logarithms  
G: Differentiation  
H: Integration  
I: Numerical methods  
J: Vectors  
K: Statistical sampling  
L: Data presentation and interpretation  
M: Probability  
N: Statistical distributions  
O: Statistical hypothesis testing  
P: Quantities and units in mechanics  
Q: Kinematics  
R: Forces and Newton's laws  
S: Moments

### ASSESSMENT

#### Paper 1

2 hour written exam  
33% of A-level

*Any content from:*

A: Proof  
B: Algebra and functions  
C: Coordinate geometry  
D: Sequences and series  
E: Trigonometry  
F: Exponentials and logarithms  
G: Differentiation  
H: Integration  
I: Numerical methods

#### Paper 2

2 hour written exam  
33% of A-level

*Any content from Paper 1*

*plus content from:*

J: Vectors  
P: Quantities and units in mechanics  
Q: Kinematics  
R: Forces and Newton's laws  
S: Moments

#### Paper 3

2 hour written exam  
33% of A-level

*Any content from Paper 1*

*plus content from:*

K: Statistical sampling  
L: Data presentation and Interpretation  
M: Probability  
N: Statistical distributions  
O: Statistical hypothesis testing

### ENTRY REQUIREMENTS

GCSE Mathematics at Grade 7 or above at higher tier

**COURSE LEADER: Mr Q Mughal** [q.mughal@stuart-bathurst.org.uk](mailto:q.mughal@stuart-bathurst.org.uk)

# MEDIA STUDIES

## A LEVEL

### OVERVIEW & CONTENT

Students study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth through applying all areas of the framework: newspapers, magazines, television, online, social and participatory media. Advertising and marketing, film, music video, radio and video games are studied in relation to selected areas of the framework.

#### Future career links:

Degree courses in media, journalism, English, history and law. A wide range of careers including teaching, journalism, marketing, media, public relations and local government.

### ENTRY REQUIREMENTS

GCSE English and Mathematics at Grade 5 or above

**COURSE LEADER: Mrs C Corns** [c.corns@stuart-bathurst.org.uk](mailto:c.corns@stuart-bathurst.org.uk)

### ASSESSMENT

Assessment - AS media studies

#### Component 1:

(1hr 45mins)  
35% of qualification  
Investigating Media Language and Representation; Investigating Media Industries and Audiences.

#### Component 2:

Investigating Media Forms and Products  
Written examination: 2hrs  
35% of qualification  
Section A - Television  
Section B - Magazines  
Section C - Online Media

#### Component 3:

Media Production - Non-exam assessment  
30% of qualification  
An individual media production comprising a single media product created in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework.

Assessment - A level

**Component 1:** Media Products, Industries and Audiences  
Written examination: 2 hrs  
35% of qualification

Section A: Analysing Media Language and Representation  
Section B: Understanding Media Industries and Audiences

**Component 2:** Media Forms and Products in Depth

Written examination: 2hrs 30mins  
35% of qualification

Section A – Television in the Global Age.

Section B – Magazines: Mainstream and Alternative Media.

Section C – Media in the Online Age.

#### Component 3:

Cross-Media Production  
Non exam assessment  
30% of qualification

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 must be a different piece than that submitted for AS.

# MUSIC TECHNOLOGY

## BTEC EXTENDED CERTIFICATE

### OVERVIEW & CONTENT

A basis of study for the music production sector with a focus on music and sound for media and DAW production.

#### Mandatory Units

There are two mandatory units, which cover the following aspects of digital music production:

- Music and Sound for Media
- Digital Audio Workstation (DAW) production.

Learners will be able to add three optional units, from a choice of four, to the mandatory content.

#### Optional Units

Optional units will introduce learners to sector specialist areas of their choice, including working in particular environments, and link with relevant technical roles. The optional units are:

- Creative Synthesis and Sampling
- Remixing and Reworking
- Mixing and Mastering Techniques
- Commercial Music Production.

While taking this qualification, learners will be required to engage with sector employers as part of their course, where they will be given opportunities to develop practical skills in preparation for employment.

#### What pathways could this qualification lead to?

This qualification will prepare learners for direct employment in the digital music production sector and is suitable for those wanting to work in entry-level roles, such as:

- Junior Music Producer
- Remixer
- Junior Sound Designer
- Music Studio Assistant
- Assistant Audio Restorer/ Digitiser/Archiver.

### ASSESSMENT

Equivalent in size to one A Level. 5 units - of which 2 are mandatory and 1 is external. Mandatory content (50%). External assessment (33%)

All optional units are assessed internally.

### ENTRY REQUIREMENTS

GCSE English and Mathematics at Grade 5 or above

**COURSE LEADER: Mr A Pepper** [aidan.pepper@stuart-bathurst.org.uk](mailto:aidan.pepper@stuart-bathurst.org.uk)

# PERFORMING ARTS

## BTEC NATIONAL DIPLOMA

### OVERVIEW & CONTENT

Equivalent in size to 2 A-levels BTEC Nationals use a combination of assessment styles to give your students confidence they can apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses and throughout their career.

Assessment Methods  
Assignments: Set and marked by teachers; verified by Pearson.  
Tasks: provide students with work-based challenges in timed, realistic work conditions.  
Written exams: Students create written answers to practical questions in exam conditions.

Please note: Students wishing to follow the Acting pathway will be enrolled in Drama.

### ENTRY REQUIREMENTS

GCSE English and Mathematics at Grade 5 or above

**COURSE LEADER: Mrs C Pepper** [cath.pepper@stuart-bathurst.org.uk](mailto:cath.pepper@stuart-bathurst.org.uk)

### ASSESSMENT

Assessment Methods  
Assignments: Set and marked by teachers; verified by Pearson.  
Tasks: provide students with work-based challenges in timed, realistic work conditions.  
Written exams: Students create written answers to practical questions in exam conditions.

Please note: Students wishing to follow the Acting pathway will be enrolled in Drama.

### ENTRY REQUIREMENTS

GCSE English and Mathematics at Grade 5 or above

Students complete 8 units in total. 6 mandatory and 2 optional

#### Mandatory Units

- Investigating Practitioners' Work
- Developing Skills and Techniques for Live
- Performance
- Group Performance Workshop
- Performing Arts in the Community
- Individual Performance Commission
- Final Live Performance to an Audience

#### Optional Units

- Movement in Performance
- Physical Theatre Techniques

### ENTRY REQUIREMENTS

GCSE English and Mathematics at Grade 5 or above

# PHYSICAL EDUCATION

## A LEVEL

### OVERVIEW & CONTENT

A level Physical Education will equip learners with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. The course requires pupils to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how physiological and psychological states affect performance.
- Understand the key socio-cultural factors that influence people's involvement in physical activity and sport.
- Understand the role of technology in physical activity and sport.
- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.

- Develop their ability to analyse and evaluate to improve performance.
- Understand the contribution which physical activity makes to health and fitness.
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

#### Career Prospects

Qualifications in this subject are rapidly becoming an essential prerequisite for specialist study in Physical Education and Sport Studies in Higher Education. It provides an excellent foundation for students intending to pursue careers in recreational management, the health and fitness industry and in teaching or coaching.

#### Other Prospects

Journalism, broadcasting, College athletics jobs, Sports Internships, Stadium Operations jobs, Retail and Physiotherapy.

### ASSESSMENT

**Exam 1** - Physiological factors affecting performance.  
30% of qualification  
2 hours written paper

**Exam 2** – Psychological factors affecting performance.  
20% of qualification  
1 hour written paper

**Exam 3** – Socio-cultural issues in physical activity and sport  
20% of qualification  
1 hour written paper

#### Non exam assessment

Practical performance and the evaluation and analysis of performance for improvement. Please note if pupils are not regularly competing at a club outside of school pupils will be assessed in coaching for their practical. Coaching can be completed during extra curricular school clubs.  
30% of qualification

### ENTRY REQUIREMENTS

GCSE Mathematics  
at Grade 5 or above at higher tier

**COURSE LEADER: Mrs R Wright** [rebecca.wright@stuart-bathurst.org.uk](mailto:rebecca.wright@stuart-bathurst.org.uk)

# PHYSICS

## A LEVEL

### OVERVIEW & CONTENT

The course develops the students understanding of Physics through studying the content but also looks at new/exciting applications of the science in the 'real' world.

The aims of these specifications are to encourage candidates to:

- develop their interest in, and enthusiasm for physics, including developing an interest in further
- study and careers in physics;
- appreciate how society makes decisions about scientific issues and how the sciences contribute 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 Physics and how they relate to each other.

#### Course Structure

The course is taught in units and assessment involves written examinations in June of Year 13. AS examinations are available in June of Year 12 but do not contribute to the full A level grade.

There is ongoing assessment of practical skills via 12 compulsory practical activities that students must complete individually and record in a suitable lab book.

### ASSESSMENT

#### Paper 1

Sections 1 to 5 and 6.1 (Periodic Motion)  
2 hours written exam  
34% of A Level

#### Paper 2

Sections 6.2 (Thermal Physics) 7 and 8  
2 hours written exam  
34% of A Level

#### Paper 3

A: Compulsory - Practical Skills and Data Analysis  
B: One of sections 9 - 13  
2 hours written exam  
32% of A Level

### ENTRY REQUIREMENTS

GCSE English and Mathematics  
at Grade 5 or above

**COURSE LEADER: Mr S Paskin** [s.paskin@stuart-bathurst.org.uk](mailto:s.paskin@stuart-bathurst.org.uk)

# PSYCHOLOGY

## A LEVEL

### OVERVIEW & CONTENT

Psychology has been defined as the science of mind and behaviour. It is all about people in the context of real life experiences. We are all amateur psychologists, every time we try and work out why someone acted the way they did or try to predict how someone might behave or react. Psychology tries to find answers to some of these questions by investigating them in a more scientific manner.

If you study psychology you'll be able to hone your analytical and organisational skills and learn about scientific research methods, including collecting and working with data. Learning about human behaviour can also help to build your communication skills and improve your teamwork and leadership skills.

#### Careers:

Psychologist, Social Work, Psychiatrist, Police force, Doctor, Law, Nurse, Teacher, Working with children/adults with disabilities, Mental Health work, Sports Industry, Social Work, Natural Sciences, Counselling...  
...the list is endless

### ASSESSMENT

Each paper is 2 hours.  
Each worth 33.3% of A level.  
No coursework

#### Paper 1: Introductory Topics in Psychology

A: Social influence  
B: Memory  
C: Attachment  
D: Psychopathology

#### Paper 2: Psychology in context

A: Approaches in Psychology  
B: Biopsychology  
C: Research Methods

#### Paper 3: Issues and options in Psychology

A: Issues and debates (Compulsory)  
B: Gender  
C: Schizophrenia  
D: Aggression

### ENTRY REQUIREMENTS

GCSE English and Mathematics at Grade 5 or above

**COURSE LEADER: Mrs H Taylor** hannah.taylor@stuart-bathurst.org.uk

# RELIGIOUS STUDIES

## A LEVEL

### OVERVIEW & CONTENT

In Philosophy of religion you will study philosophical issues and questions raised by religion and belief.

These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. You will also explore philosophical language and thought, through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion.

#### Philosophy of Religion

- ancient philosophical influences
- the nature of the soul, mind and body
- arguments about the existence or non-existence of God
- the nature and impact of religious experience
- the challenge for religious belief of the problem of evil
- ideas about the nature of God
- issues in religious language.

#### Religion and Ethics

- normative ethical theories
- the application of ethical theory to two contemporary issues of importance
- ethical language and thought
- debates surrounding the significant idea of conscience
- sexual ethics and the influence on ethical thought of developments in religious beliefs.

#### Developments in Religious Thought

- religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- sources of religious wisdom and authority
- practices which shape and express religious identity, and how these vary within a tradition
- significant social and historical developments in theology and religious thought
- key themes related to the relationship between religion and society

### ASSESSMENT

#### Year 1 Assessment

3 written papers - 1 hour 15 minutes each. 60 marks each

- Philosophy of religion (01)
- Religion and ethics (02)
- Developments in religious thought (03-07)

#### Year 2 Assessment

3 written papers - 2 hours each  
120 marks each

- Philosophy of religion (01)
- Religion and ethics (02)
- Developments in religious thought (03-07)

### ENTRY REQUIREMENTS

A/S Course (1 Year) - Religious Studies  
GCSE Grade 7 or above, English  
Language GCSE Grade 5 or above  
A2 Course (2 Year) - Religious Studies  
GCSE Grade 7 or above, English  
Language GCSE Grade 5 or above

**COURSE LEADER: Mrs C Richards** c.richards@stuart-bathurst.org.uk

# SOCIOLOGY

## A LEVEL

### OVERVIEW & CONTENT

Sociology allows you to find out about people and society in the past, present and future. It requires you to consider the impact of different changes and policies throughout time and how they have affected the lives of a range of different groups in society.

Sociology is an analytical subject that enables you to develop critical skills. It teaches you to question and evaluate – these are key skills that employers look for.

Sociology as an A Level subject is interesting and relevant to your life. You will take away from Sociology a completely different way of thinking about the world and you will begin to question things you have always taken for granted.

Sociology is also a well-regarded academic subject and can help open the door for you at the top universities in the UK and is desirable for a range of different future career.

### ASSESSMENT

3 Exams. Each paper is 2 hours. Each worth 33.3% of A level. No coursework

**Paper 1:** Education with Theory and Methods

- A: Role and function of education
- B: Experience of different social groups
- C: Policies and their impact

**Paper 2:** Topics in Sociology

- A: Families and Households
- B: The Media

**Paper 3:** Crime and Deviance with Theory and Methods

- A: Social order and control
- B: Distribution of crime
- C: Aspects of crime in society

### ENTRY REQUIREMENTS

A/S Course (1 Year) - Religious Studies  
GCSE Grade 7 or above, English  
Language GCSE Grade 5 or above  
A2 Course (2 Year) – Religious Studies  
GCSE Grade 7 or above, English  
Language GCSE Grade 5 or above

**COURSE LEADER: Mr T Walker** [t.walker@stuart-bathurst.org.uk](mailto:t.walker@stuart-bathurst.org.uk)

# SPORT

## CAMBRIDGE TECHNICAL AWARD

### OVERVIEW & CONTENT

Your students will gain an insight into the Sport sector as they investigate opportunities for delivering sport and physical activity to a wide range of participants, whether it is to mobilise sedentary people to improve their health and wellbeing or to support regular participants to improve their performance and fitness, all done in a safe and professional environment.

In doing so, students will also gain core skills required for employment or further study in the sector such as communication, analysis, organisation and adaptation. Students will practically apply their skills and knowledge in preparation for further study or the workplace.

#### Mandatory Units

**Unit 1:** Body Systems and the Effects of Physical Activity

In this unit students will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity, and the effects that physical activity, training and lifestyle can have on them.

**Unit 2:** Sports Coaching and Activity Leadership

This unit gives students an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of sports participants. They will explore the roles and responsibilities of coaches and leaders and how these differ from each other and be involved in delivering and teaching sport and physical activity.

**Unit 3:** Sports Organisation and Development

Students will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. They will also gain an understanding of sports development including the organisations involved, who sports development is targeted at, why sports development is carried out and how the success of sports development initiatives can be measured.

#### Optional Units:

Students also study up to 4 optional units tailored from the list below:

- Performance Analysis in Sport and Exercise
- Organisation of Sports Events
- Biomechanics and Movement Analysis
- Physical Activity for Specific Groups
- Nutrition and Diet for Sport and Exercise
- Practical Skills in Sport and Physical Activities
- Sport and Exercise Psychology
- Sport and Exercise Sociology

### ENTRY REQUIREMENTS

GCSE English Language  
Grade 5 or above

**COURSE LEADER: Mrs R Wright** [rebecca.wright@stuart-bathurst.org.uk](mailto:rebecca.wright@stuart-bathurst.org.uk)



Mr R May  
Interim Executive Principal



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