



**STUART  
BATHURST**  
Catholic High School

TO DO AND BE OF OUR BEST

**SIXTH FORM  
PROSPECTUS**





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Biology	A Level
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Health and Social Care	BTEC
History	A Level
ICT	Cambridge Tech
Mathematics	A Level
Physics	A Level
Psychology	A Level
Religious Studies	A Level
Sociology	A Level
Sport	Cambridge Tech



# 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.

**Mr G Land**  
Assistant Headteacher  
I/C Sixth Form



**“Pupils are exceptionally proud of their culture, faith, and beliefs. Leaders have nurtured a community where everybody is respected, and sincerity infuses each interaction.”**

**OFSTED Section 48 inspection – April 2022**



# 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 and new toilet facilities for the sole use of Sixth Form students.

### **Your responsibility**

This is a purpose built facility, providing both study and relaxation space. 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 Student Leadership Team**

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

The Chair of the team 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**

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:

## **○ The Day**

All Sixth Form Students are expected to be in every term-time day from 8:50am till 3:20pm.

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 Miss Dixont or Mr Land 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 formal business wear 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> <li>○ Hoodies are banned!</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 to 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.
- Avoid interruptions.
- 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 G Land  
Assistant Principal  
responsible for 6th Form

CONTACT  
0121 556 1488 ext.334  
g.land  
@stuart-bathurst.org.uk



Miss S Dixon  
Post 16 Student  
Manager

CONTACT  
0121 556 1488 ext.345  
s.dixon  
@stuart-bathurst.org.uk

## Sixth Form Tutors Team

Mr C Cavell  
Mr S Warner  
Miss B Masunga  
Mr P Sandhu  
Miss L Hope  
Mr G Jones

Person in Charge of  
Catholic Life  
Mr J El-Habid

# 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
- 6 Extended Project Qualification

Miss Dixon and Mr Land  
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

Mr El-Habid oversees:

- General RE Programme
- 6th Form Catholic Life

If you should have any  
questions regarding any  
of these matters, please  
see Miss Dixon in the  
first instance and Mr  
Land 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.

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.

It is really important you  
consider this before taking on  
more work. Sixth Form is an  
important time and we want to  
avoid 'burn out'.

# 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.



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.

<p>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.</p> <p>The minimum entry requirement for Sixth Form courses is five GCSEs 9-4 or Level 2 BTEC Merit Grades. Please note individual Qualifications may have additional requirements as detailed further on.</p>	<p>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.</p> <p>It is possible to combine A Level with Level 3 BTEC and Cambridge Technical (CTech) Awards.</p>	<p>Failure to reach an appropriate standard at the end of Year 12 will result in the student being advised to continue their educational pathway via other routes.</p> <p>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.</p> <p>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.</p>
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# 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

# 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

5 GCSE (or equivalent) - Grade 4 or above.



# 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

# 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 7 or above  
**Plus** GCSE English and Mathematics Grade 5 or above

**COURSE LEADER:** Mr S Carter s.carter@stuart-bathurst.org.uk

# CORE MATHS

## LEVEL 3 QUALIFICATION

### 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.

### ASSESSMENT

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.

# 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

5 GCSE (or equivalent) - Grade 4 or above.

# 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.

The variety of assessment styles used, such as re-creative writing, commentary writing, discursive essays and research-based investigative writing, allows students to develop a wide range of skills. These include the ability to read critically, analyse, evaluate and undertake independent research, which are invaluable for both further study and future employment.

Future career links: Degree courses in English, creative writing, journalism, media. Careers in teaching, marketing, advertising, local government.

### 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 ñ 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).

### ENTRY REQUIREMENTS

English Language and English Literature at Grade 6 or above  
NB: Students will be advised by their class teacher,

COURSE LEADER: Mr S Warner s.warner@stuart-bathurst.org.uk

# 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 ñ mechanics Option 2 ñ statistics Option 3 ñ 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 9 or above at higher tier

COURSE LEADER: Mr Q Mughal 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 Language at Grade 6 or above

# Health & Social Care

BTEC

## 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

5 GCSE (or equivalent) - Grade 4 or above.

# 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 History at Grade 6 or above

# 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

5 GCSE (or equivalent) - Grade 4 or above.

# 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 in 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

# 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.

### ASSESSMENT

**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.

**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

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



# 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 . . .

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

### ASSESSMENT

#### 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 6 or above

**COURSE LEADER:** Mrs H Taylor [hannah.taylor@stuart-bathurst.org.uk](mailto:hannah.taylor@stuart-bathurst.org.uk)

# RELIGIOUS STUDIES

## A LEVEL

### OVERVIEW & CONTENT

Is this course for me? A level Religious Studies helps students develop their interest in, and enthusiasm for, a rigorous study of Religious and Philosophical ideas and their relation to the wider world. The course offers plenty of opportunity for reflection and growth, allowing students the freedom to develop their own values, opinions and attitudes in the light of their learning. If you are someone who wants the chance to examine the fundamental life questions that have exercised human beings over centuries, and to develop your own approach to these questions, then Religious Studies A Level is for you!

Skills developed by the course include: the analysis of texts and complex issues, reasoned decision-making and problem-solving, analytical rigour and the ability to criticise and reason logically, sensitivity to cultural and religious diversity and the ability to communicate complex ideas clearly and effectively.

All examinations will be taken at the end of the two year course. The Religious Studies course is divided into the three separate but compatible disciplines of Philosophy, Ethics and Theology. There are three written papers of 2 hours each.

Within Philosophy, key content includes: Philosophies of Plato and Aristotle on Soul, Body and Mind; Arguments about the existence or non-existence of God; the nature of religious experience and the problem of evil.

Within Ethics, key content includes: Ethical theories including Aquinas' Natural Law and Fletcher's

Situation Ethics; Applying ethical theory to issues such as euthanasia, business, and sexual matters.

Within Theology, key content includes: Augustine's teaching on human nature, death and the afterlife; the origins and development of Christianity; moral principles and justice issues within Christianity; attitudes to other religions and attitudes to gender.

Religious Studies students tend to have an inquisitive nature, and are willing to question just about anything and everything. Philosophy, Ethics and Theology are subjects that have a very wide application in future careers. Due to its concentration on thinking about difficult ideas and challenging concepts, you will be able to use these transferable skills in a wide range of progression contexts. There are a number of transferable skills that can be gained from studying Religious Studies. These include: logical and analytical thinking and reasoning, problem solving, able to interpret, condense and clarify information, able to formulate your own opinions and defend them in debate and the ability to interpret and analyse a variety of different information. Industry sectors where a Religious Studies qualification may be considered an advantage are: journalism, law, social services, business, education, IT and the Civil Service.

### 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:** Mr J El'Habid [j.el'habid@stuart-bathurst.org.uk](mailto:j.el'habid@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

Religious Education &, English Language  
GCSE Grade 6 or above

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

### ASSESSMENT

### 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

5 GCSE (or equivalent) - Grade 4 or above.

**COURSE LEADER:** Mr A Lane [a.lane@stuart-bathurst.org.uk](mailto:a.lane@stuart-bathurst.org.uk)

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**Executive Headteacher**  
Mr R May

**Head of School**  
Mr H Koryl



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