STUART BATHURST
Catholic High School

TO DO AND BE OF OUR BEST

SIXTH FORM PROSPECTUS
SEPTEMBER 2027 ENTRY

CONTENTS

BEING PART OF OUR SIXTH FORM
Welcome Letter
The Sixth Form Centre
Sixth Form Life
The Sixth Form Day
Dress Code
Sixth Form Success
Catholic: An Important Word
The Sixth Form Team
Programme of Study

CHOOSING YOUR SUBJECTS
Course Options

Biology	A Level
Business Studies	Cambridge Technical
Chemistry	A Level
Criminology	WJEC Level 3 Diploma
Careers Support	
Digital Media	Cambridge Technical
English Literature	A Level
Extended Project Qualification	Level 3
Further Maths	A Level
Health and Social Care	Pearson AAQ
History	A Level
IT	Pearson AAQ
Maths	A Level
Physics	A Level
Psychology	A Level
Religious Studies	A Level
Sociology	A Level
Sport	Cambridge Technical

WELCOME

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

I am incredibly proud to introduce myself as the Head of Sixth Form at Stuart Bathurst Catholic High School. I do hope this prospectus gives you a wide range of information about our Sixth Form and just how much we have to offer, but please do feel free to contact me should you want any further information.

Stuart Bathurst Catholic High School is in an exciting phase of its' development and the Sixth Form is no exception to that. With an ever-broadening range of qualifications on offer and a vast array of enrichment and careers opportunities, our Sixth Form is providing an exceptional, holistic post-16 offer.

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.

I look forward to working with you, to make sure that you achieve your full potential and secure the bright future that awaits you.

Mrs N O'Connell
Head of 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 both independently and collaboratively.

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 and socialise. 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.

Opportunities for enrichment within the Sixth Form include:

- Duke of Edinburgh Award
- Voluntary Work
- Charity activities
- Classroom support
- Chaplaincy team
- S.E.N. support
- Theatre and Rewards Trips
- Mental health first aid
- Young Enterprise SVP
- Peer mentoring

Sixth Form Student Leadership Team

The Sixth Form Student Leadership Team meets each month to discuss issues and events. Students are carefully selected to represent the school, working with our local community and other students to have a positive impact on both our school and the surrounding area.

The Head Students will ask students to indicate items for discussion.

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

Work Experience

Year 12 students will embark upon a range of work experience opportunities, including

two external placements and an in-school day to learn from a range of professionals.

Students will also receive

bespoke careers guidance to enable them to select a future destination that is best suited to them.

“Pupils and students value the high-quality careers guidance that they receive.”

Ofsted Inspection Report – April 2024

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 until 3:20pm.

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

Lessons

Students will be timetabled to attend 5 hours per week of lessons for each subject they take. That will take up between 15 and 20 hours of the 25 hours available each week on their timetable.

Independent Study

For the remaining 5-10 hours, students will be timetabled for Independent Study. This will take place in the Sixth Form Study or Common Room. During this time students can complete assignments that have been set by their teachers, work collaboratively with their peers and complete guided learning set. Guided learning are independent study tasks, available on Google Classroom for each subject. This includes academic reading, watching documentaries and opportunities for students to extend their knowledge beyond the curriculum. Independent learning and academic literacy skills will be taught to students and developed with them throughout Key Stage 5, to prepare them for higher education and employment.

DRESS CODE

The dress code is about professionalism 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

- Jeans or denim style clothing or tracksuits/ leggings or leggings type wear.
- Shorts, ¾ length trousers for male students or shorts above the knee for female students.
- T- shirts, sports tops or writing on tops (a small sized logo is acceptable but not preferred).
- Trainers or hybrid trainers/ canvas shoes/ casual shoes/flip flops.
- Outdoor hats, hoods or jackets should not be worn inside the building.
- Skirts MUST be close to knee length. Short skirts are not allowed.
- Hoodies and sweatshirts are banned!

Suitable Clothing

- Fully buttoned shirts for males and plain tops for females.
- Sixth Form Tie (gentlemen).
- Black, or dark coloured, trousers, suits, skirts.
- Shoes, sandals, boots.
- Sports students must bring kit with them, not to be worn all day around school.

Mobile Phones

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.

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.

"AM I MAKING THE BEST USE OF MY TIME?"

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.

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!

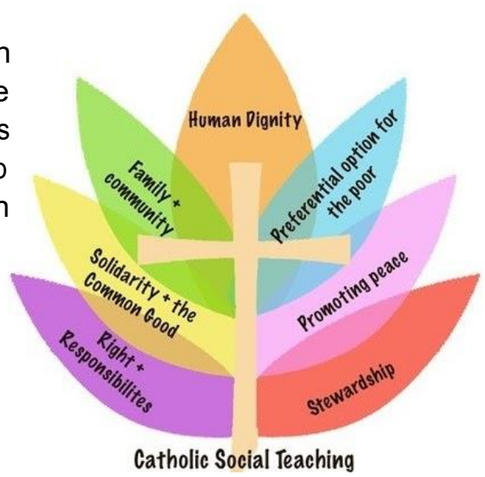
As a community, our educational aims and our religious beliefs and practices cannot be separated. They are closely intertwined.

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



SIXTH FORM TEAM

Mrs N O'Connell
Head of Sixth Form

Email:
n.oconnell@stuart-bathurst.org.uk

Miss S Dixon
Sixth Form Student Manager

Email:
s.dixon@stuart-bathurst.org.uk

Mrs O'Connell has 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
- Student leadership team

Miss Dixon is our Sixth Form Designated Safeguarding Lead. She works to provide support to students in terms of academic mentoring, referrals for mental health, and advice and guidance for students who are feeling like they have lost their way.

The Sixth Form Team work alongside Form Tutors to ensure the highest level of academic and pastoral support for our Sixth Form Students.

PROGRAMME OF STUDY

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

3 or 4 Subject Courses
Core RE
Enrichment and Work Experience
Tutor Time (RSE/PHSE)
Careers and destination support
Extended Project Qualification

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

Students will study the subjects chosen and will be assessed in a variety of ways, depending on the courses selected.

If you are hoping to gain a degree level 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 six aspects of your programme of study.

Home Learning

It is recommended that you spend 12-15 hours per week studying outside of the Sixth Form day.

All courses require research, reading, and revision of notes. Regardless of work set you should never say, 'I've got no work to do'.

You will also be provided with guided learning to help structure your independent learning time. At the start of year 12 you will take part in study skills workshops to enable you to transition smoothly from Key Stage 4 to Key Stage 5 and meet the demands of a more independent style of study.

Part Time Jobs

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

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

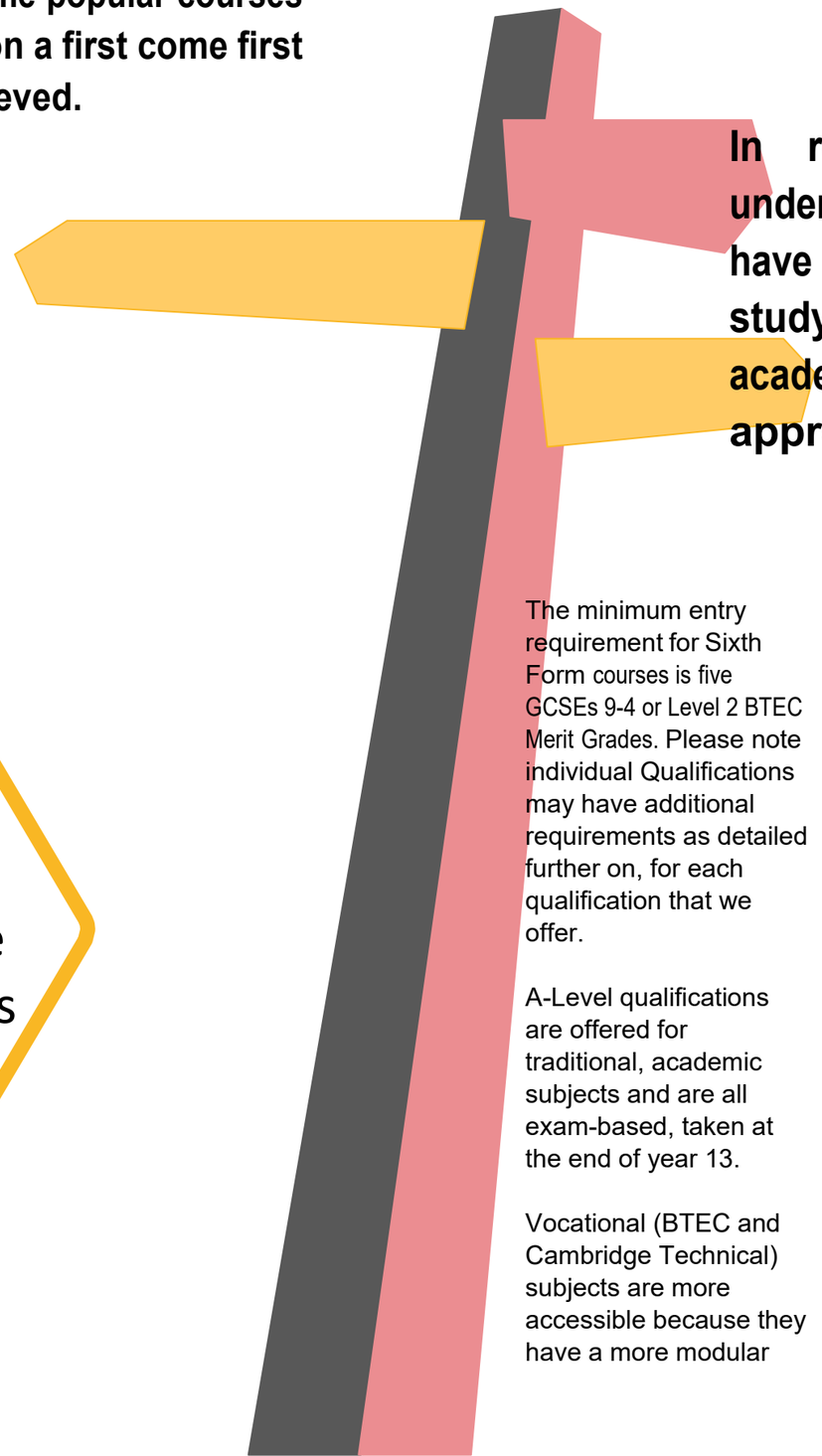
COURSE OPTIONS
CHOOSING YOUR PATHWAY

The sooner you apply for Sixth Form 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.

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

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

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.

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, for each qualification that we offer.

A-Level qualifications are offered for traditional, academic subjects and are all exam-based, taken at the end of year 13.

Vocational (BTEC and Cambridge Technical) subjects are more accessible because they have a more modular approach and also have some coursework components which mean teachers can offer a higher level of support to learners completing that qualification.

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

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.

Students will be assessed throughout year 12 and year 13 to ensure they are making expected progress. 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.

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

BIOLOGY

AQA 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 6 in Biology or 66 in Combined Science. 6 in GCSE Maths.

BUSINESS STUDIES

OCR 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 Technical 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.

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 11 – Accounting Concepts
(Coursework)

ENTRY REQUIREMENTS

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

CHEMISTRY

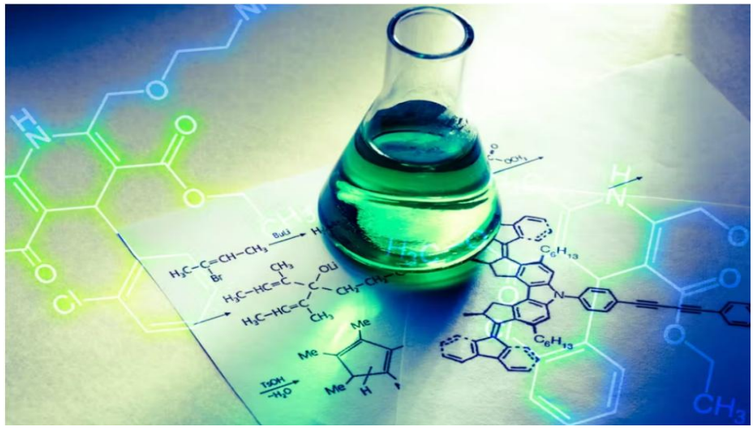
AQA A LEVEL

OVERVIEW & CONTENT

AQA A-Level Chemistry covers the three main strands of Chemistry; Physical Chemistry, Organic Chemistry, Inorganic Chemistry.

Students will develop a strong understanding of foundational principles and how to apply these in a variety of real-world circumstances. Student will also be given the chance to learn a range of practical techniques.

The nature of the course also allows students to develop a wide range transferable skills such as creative problem-solving, team-work, and logical decision-making.
In addition to the A-Level Curriculum, students will also be given the opportunity to participate in extra-curricular competitions and activities such as the Royal Society of Chemistry Olympiad and Cambridge Chemistry Challenge.



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 6 in Chemistry or 66 in Combined Science. 6 in GCSE Maths.

CRIMINOLOGY

WJEC LEVEL 3 APPLIED DIPLOMA

OVERVIEW & CONTENT

The WJEC Criminology Level 3 Applied Diploma is a qualification covering crime, deviance, and the criminal justice system, drawing on psychology, sociology, and law to explore causes of crime and public responses. It features four units: "Changing Awareness of Crime," "Criminological Theories," "Crime Scene to Courtroom," and "Crime and Punishment". Assessment is a combination of externally examined units and internally controlled assessments, with the qualification providing a strong foundation for university degrees or careers in the justice system.

Course Content & Focus

- **Psychology, Sociology, and Law:**

  The course integrates elements from these disciplines to provide a holistic understanding of crime and society.

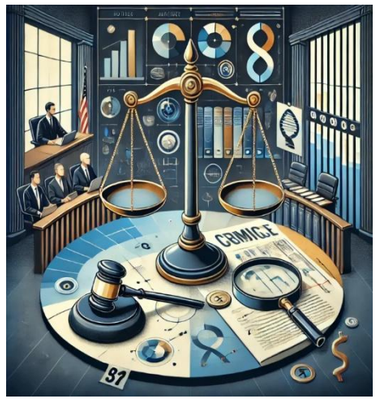
- **Types of Crime & Causes:**

  You will learn about different types of crime, why people commit them, and the biological, psychological, and sociological theories that attempt to explain criminal behaviour.

- **The Criminal Justice System:**

  The course follows a criminal case from its inception at the crime scene through the courtroom and to the eventual punishment.

- **Media & Public Perception:**
  You'll examine how public attitudes towards crime are shaped, including the role of the media and the concept of moral panic



ASSESSMENT

Unit 1

Types of Crime NEA, completed in year 13.

Unit 2

Theories of Crime exam, completed in year 12.

Unit 3

From Crime scene to Courtroom NES, completed in year 13.

Unit 4

Crime and Social Control exam, completed in year 12.

ENTRY REQUIREMENTS

5 GCSEs graded 4 or above.

CAREER SUPPORT

Throughout Sixth Form, students will be provided with bespoke careers guidance and support and a range of enrichment opportunities to help them to make suitable and ambitious choices for their post-18 pathways. Opportunities include:

- Two work experience placements in year 13
- Virtual work experience through Springpod and Unifrog.
- Trips to the UCAS discovery and National Apprenticeship Fayre
- Tailored support from our in-school careers lead and Sandwell Connexions
- Workshops to support completion of University and Apprenticeship applications
- Guest speakers from a variety of careers.
- Mock interview day to practice a formal, professional level interview
- Student leadership opportunities to develop independence, teamwork and confidence, as well as helping our wider school community.
- Partnerships with Universities including University of Birmingham's A2B scheme and Girton College's outreach program for the University of Cambridge.

SPRINGPOD®

GIRTON COLLEGE

ACCESS TO BIRMINGHAM A2B

DIGITAL MEDIA

LEVEL 3 QUALIFICATION

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 GCSEs graded 4 or above.

EXTENDED PROJECT

LEVEL 3 QUALIFICATION

OVERVIEW & CONTENT

An EPQ (Extended Project Qualification) is, to put it simply, a BIG independent project for which you'll earn a qualification. It involves writing an essay of about 5000 words, a pretty long piece of paperwork about your research and how you approached your project, and a final presentation where you'll talk through this essay and paperwork. Alternatively, you can make an 'artefact' - this can be a piece of artwork, or something else you've physically made – and an accompanying shorter essay. You will receive lessons and guidance on how to go about the EPQ, but you'll have to do most of it in your own allocated time, so you need to be able to organise your other subjects and commitments around this.

Perhaps the BEST thing about an EPQ is that you can choose your topic and project title. As long as your topic and title give you enough to talk about in an 'academic' style, you can do whatever you want!

The biggest benefit is practice for university. For some people, an EPQ can also help you get into uni in the first place as not only does it look great on your personal statement, but some courses offer lower grade requirements if you get a certain grade in your EPQ. If this sounds AMAZING to you and is likely to determine whether you do an EPQ or not, I seriously advise you to check with your prospective universities to see if they will lower grade requirements (because some won't!!!).

Finally, an EPQ can be fun. If you choose a topic you enjoy and you keep on top of what you have to do, it's nice to be in charge of a whole subject for yourself!

ASSESSMENT

A 5000 project or the creation of an artefact with a 1000 word report.

Project presentation.

ENTRY REQUIREMENTS

All Sixth Form students will be offered the opportunity to complete the EPQ qualification.

ENGLISH LITERATURE

AQA A LEVEL

OVERVIEW & CONTENT

This course is aimed at those who enjoy reading a variety of genres and delving into the world of literature from as early as the 16th century up until modern day. For this course you will need to be able to organise yourself, write analytically, evaluate critical perspectives and most importantly- enjoy reading!

English literature A level has two papers-Paper 1 is called 'Love through the Ages': you will build upon your knowledge of Shakespeare and the theatrical world of literature through 'Othello'. You will be introduced to American literature through the famous 'The Great Gatsby' and you will explore and compare this text through the thread of love within Pre-1900 love poetry. The final aspect of paper 1 is unseen poetry where you will have the opportunity to independently compare two unseen poems across the ages through a lens of love.

Paper 2 is called 'Modern times: literature post 1945'. Here, you will experience the morality play of 'A Streetcar named Desire' and redefine what 'tragedy' means. Then, through 'Oranges are not the only fruit' and the 'Feminine Gospels' anthology, you will compare the experience of womanhood, homosexuality and religion. Finally, you will examine a piece of unseen prose and apply all of your analytical skills in order to unlock the hidden truths of post war society.

The final section of this course is your Non Exam Assessment (NEA) where you will undertake a personal investigation of a theme, character, topic or context of your own choosing. This essay will make up 20% of your final grade.

Future career links:
Throughout this course we undertake elements of psychology, sociology, history, art and religion and so, this would aid any university course of the above. Your holistic study of English Literature will open doors in the following careers: law, creative writing, journalism, media, teaching, marketing, advertising and local government.

ASSESSMENT

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).

ENTRY REQUIREMENTS

GCSE English Literature at Grade 6 or above.

FURTHER MATHS

Edexcel A LEVEL

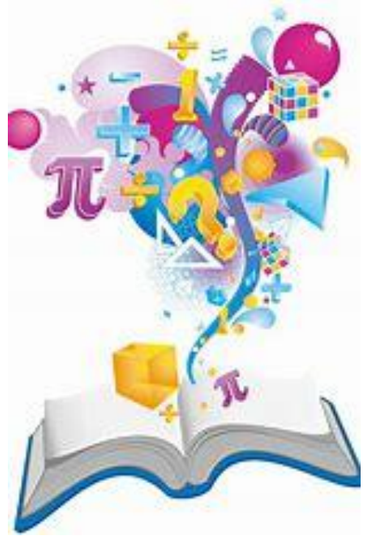
OVERVIEW & CONTENT

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

HEALTH AND SOCIAL CARE

Pearson AAQ LEVEL 3 BTEC

OVERVIEW & CONTENT

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 to enter a specialist area of employment or to progress to further education.

Possible Careers include:

Midwifery
Social work
Nursing
Teaching
Paramedic science

ASSESSMENT

There are two exams and two pieces of coursework to complete for the qualification. Assessments take place in January as well as June and there are re-sit opportunities available.

ENTRY REQUIREMENTS

5 GCSEs graded 4 or above, including Science.

STUDENT FUNDRAISING

HISTORY

AQA 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 Grade5 or above. GCSE English Grade 5 or above.

IT

LEVEL 3 BTEC AAQ

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 Maths Grade 5 or above.

MATHEMATICS

Edexcel 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 6 or above at higher tier

PHYSICS

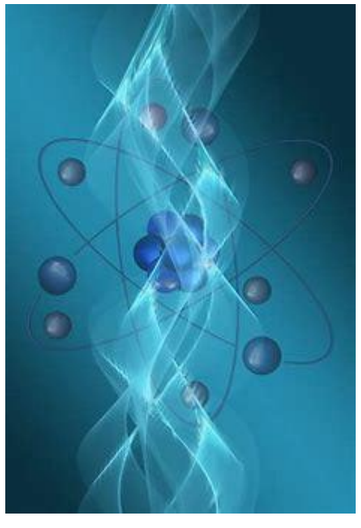
AQA A LEVEL

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 6 in Physics or 66 in Combined Science. 6 in GCSE Maths.

PSYCHOLOGY

AQA 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 5 or above

RELIGIOUS STUDIES

OCR A LEVEL

OVERVIEW & CONTENT

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.

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 DCT. There are three written papers of 2 hours each:

Philosophy of Religion: 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, debates in how God can be referred to.

Ethics: Ethical theories including Aquinas' Natural Law and Fletcher's Situation Ethics; Applying ethical theory to issues such as euthanasia, business, and sexual matters.

Developments in Christian Thought: 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.

Possible Careers:
Philosophy, Ethics, and Theology are subjects that have a wide application in future careers.

Industry sectors where a Religious Studies qualification may be considered an advantage are: journalism, law, social services, business, education, IT and the Civil Service.

There are also a number of transferable skills that can be gained from studying Religious Studies. These include: analytical thinking/reasoning, problem solving, formulation of judgements and the ability to defend them in debate.

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

GCSE English Grade 6.

SOCIOLOGY

AQA 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

GCSE English Grade 6 or above

SPORT

OCR CAMBRIDGE TECHNICAL LEVEL 3 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 GCSEs (or equivalent) - Grade 4 or above.

How to Apply

Complete the online application form, linked below:

https://forms.office.com/e/S3JaVbzUK0?origin=lprLink

Alternatively, you can scan the QR Code:

A member of the Sixth Form Team will then be in touch to arrange an interview.

We look forward to receiving your application!