



St Francis of Assisi
CATHOLIC COLLEGE

Sixth Form Prospectus



Welcome to St Francis of Assisi Sixth Form

I am honoured that you have chosen to look at our Sixth Form. We are very proud of, and committed too, our Catholic Sixth Form and delighted to offer a wide range of A Levels and Vocational Level 3 courses. Alongside our academic offer, we also provide all of our Sixth Form students with the opportunity to grow as young adults, in faith and maturity.

We are a warm, welcoming and successful Sixth Form that is proud of the outcome's students achieve. We welcome students from both our school and other schools to join us for this stage of their education and we revel in seeing them take up their preferred next destination, whether that be at university, a higher-level apprenticeship or the world of work.

Our students are integral to the life and leadership of our whole school community. We are a faith community and believe we should put our faith into action daily. We encourage all our Sixth Form students to take an active and leading role in school life; they do this in many ways. We have a student leadership team; Sixth Formers support the liturgical life of the school and they are ambassadors for their subject areas and they represent the school in outreach work. Some are Toe by Toe mentors who support our Key Stage 3 students. Many chose to undertake the annual pilgrimage to Lourdes working with those pilgrims who need help and support.

We are proud of the diversity in our student body and we welcome students from all backgrounds. We expect students to be respectful of the Catholic ethos of our school and Catholic Social Teaching is a compulsory part of the curriculum and affords students the opportunities to study and discuss aspects of the Church's teachings in light of political and social issues in our world today.

We support all our students according to need. Many of our students stay with us because of the pastoral care they receive as well as the academic support.

Mrs Shields, our Head of Sixth form and our Heads of Departments have prepared this prospectus to give you all the information you should need about our Curriculum offer. We trust that alongside Mrs Shields introductory video, this prospectus will provide you with the information that you need to make informed choices about the next stage of your education. We are ambitious for our students and want them to achieve their full potential in our Sixth Form.

We look forward to enrolling you in our Sixth Form; we wish you all the best in year 11.

Mr Luke Salkeld
Headteacher

Welcome from Head of Sixth Form

We would like to wish you the warmest of welcomes to St Francis of Assisi Catholic College Sixth Form. Whether you are one of our current year 11 students, or are looking for somewhere new to study, we are delighted that you are considering joining us. We are confident that we can provide you with the right environment to thrive in your post 16 education.



We are a vibrant Sixth Form committed to the highest of standards. The school motto of “Nil Satis Optimum” highlights this commitment and “only the best” really is good enough for our young people. Our expectations are that faith, culture and learning are at the heart of all that we do and that every young person who enters our Sixth Form has the potential to succeed. Our staff are highly committed experts in their respective fields and provide the appropriate knowledge in a caring and supportive environment. We aim to inspire and motivate so that our students are appropriately prepared for life beyond Sixth Form.

We are committed to high quality teaching and learning, which in conjunction with our pastoral care system will provide our young people with the tools to cope with the rigours and demands of post 16 education. All students have the opportunity to work with our Sixth Form Support Mentor where support is tailored to the needs of each individual. Subject specific and general intervention is also provided to ensure that swift and rapid progress is achieved. The Sixth Form offers an array of opportunities outside of the classroom environment that will enable our young people to develop into well rounded individuals, prepared for the next stage of their lives.

Catholic Life



As a Catholic School, a commitment to our faith is central to all that we do. The Sixth Form is at the heart of the school, with our Sixth Form students serving as role models for the wider school. They play a fundamental role in how the Catholic ethos of the school is evident, both within and beyond the school community.

Opportunities for students to demonstrate their faith in action are clearly evident in the annual Diocesan Pilgrimage to Lourdes and the many charity and fund-raising events that we take part in as a Sixth Form. These include the ever popular “Think Pink” fundraising event.

Students in year 12 are also involved in student support sessions, working with KS3 classes, offering an additional tier of support to our younger pupils. Every sixth form student is provided with the opportunity to apply for a host of leadership roles. Many of these epitomise Faith in Action and involve helping others; these include the reading ambassadors where our Sixth Form students work with our younger students in helping to improve their reading skills, the buddy programme which involves providing support to a year 7 form group and our new intake of pupils as they experience transition into a large secondary school.

Academic Support

It is important that the students are well informed about the choices when making informed decisions about the subjects that they would like to study. We offer a broad and balanced curriculum, with a diet that consists of traditional A Levels and Level 3 Vocational Qualifications. It is important to choose subjects that the students are interested in, however they must be under no illusions, all Level 3 qualifications are challenging and their enthusiasm for a subject will play a significant role in ensuring their level of success. We are confident that our curriculum enables all young people to thrive and provides them with an array of post 18 opportunities.

Each subject will have specific entrance requirements that must be met, but rest assured, regardless of the subjects that they study, they will be equipped and qualified to move on to the next stage of their life journey, whether it be through university, apprenticeships or the world of work. If the students have specific career goals, it is important to look at the subject requirements for the particular career that they are interested in. However, be mindful, in most cases, achieving the best grades possible will be the key to accessing opportunities at Post 18.

We have an experienced team of subject specialists who exhibit impressive knowledge and passion for their subject areas. All lessons are delivered through distinct phases of learning which provide the students with structure and the appropriate knowledge, and the skills required to meet the requirements of all assessments.

Pastoral Support

Each student will have a dedicated form tutor responsible for their pastoral care. Our form tutors deliver a Values Education programmes which involves topics on finance, relationships, wellbeing, mindset and motivation.

We have an Aspirations Programme which includes student finance, budgeting, apprenticeship vs university, the UCAS clearing, the extra and deferring process, the UCAS process and how factors that they need to consider when selecting an appreciate or university course. These programmes raise the students awareness and prepares them for the next step beyond Sixth Form. We also dedicate time to exploring various career pathways in the world of work and the students are provided with specialist support through the use of Unifrog which is an online platform relating to the post 18 opportunities that are available to our young people.

This includes all university-based information in preparation for the UCAS process and apprenticeship vacancies. The students are provided with personalised feedback with developing and tailoring their UCAS personal statement or apprenticeship covering letter. Time is also dedicated to active revision and assessment, to ensure that every moment spent within the Sixth Form is used productively (subject to meeting department requirements)

Our Careers Advisor is regularly involved in supporting and guiding our Sixth Form students with offering them 1-2-1 meetings, supporting them with completing application forms, personal statements and covering letters and helping them to prepare for interviews.

I hope that you find the information in this pack useful and look forward to working with you closely in the future.

Mrs Shields

Head of Sixth Form.

Sixth Form Admissions Criteria

For students to access our Sixth Form they must achieve an Average Points Score (**APS**) of **4.5** or above at GCSE level in their five best subjects.

Students who achieve our minimum entrance requirements with an APS of between **4.5 and 5** in their five best subjects will be directed to study three Level 3 courses (A Level / Vocational) under the guidance of the Senior Leadership Team / Head of Sixth Form.

All other students who achieve our minimum entrance requirements with an **APS of 5** or above in their five best subjects will be able to select any Level 3 courses (A Level / Vocational). Students will receive guidance from the Senior Leadership Team / Head of Sixth Form when making their choices.

Students who achieve an **APS of 7.5** or above in their five best subjects will have the additional option of studying four Level 3 courses (A Level / Vocational).

Subject Specific Entry Requirements

Entrance into Sixth Form is based upon achieving an average point score of **4.5** in your best five subjects.

The majority of our Level 3 courses do have an entry requirement to establish a student's suitability for the course. There will be a meeting with Senior Leaders who will guide and determine this to ensure that they are successful. This also includes GCSE or BTEC subjects that may have been studied at KS4.

Enrichment

Every Sixth Form student is an ambassador for our school. The Sixth Form is at the heart of the school and the students are role models for the wider school population and beyond; the younger students see them as a source of inspiration.

We present the students with a wide range of Sixth Form leadership opportunities to enable them to prosper as an individual, in addition to their academic development. These opportunities include our events management team who manage and support all Sixth Form lead events which often involves fundraising for local charities.

In addition to, we have subject ambassadors who represent and promote their chose subject, reading and handwriting ambassadors who work on a 1-2-1 basis with a younger student to develop their confidence and improve their ability to read or write as well as site and environment ambassadors, catholic life ambassadors and a range of SEN support roles where students can provide SEN students with specific academic support plus many more. All of our students also have the opportunity to be selected as one of our four Student Leaders.

These opportunities enable our students to put their faith into action, whilst developing invaluable skills and qualities to demonstrate within and beyond the school environment.





In addition to this, we provide numerous enrichment opportunities that enable our students to gain experiences to complement their academic studies. This includes embarking upon the Extended Project Qualification, accessing additional **UCAS points**, whilst developing their academic skills in preparation for undergraduate study. Other opportunities include the IDEAs award which is offered to our students to help develop digital, enterprise and employability skills and our Duke of Edinburgh programme where we offer the bronze, silver and gold award. This empowers our students and supports them in acquiring new skills, overcome obstacles, and build confidence and resilience.

Additionally, a range of education visits to university and apprenticeship fayres as well as workshops and taster days organised by Birmingham University and Coventry University as we are a recognised partnership school.

We have a number of our ex-students present their companies apprenticeship opportunities to our students and we provide them with support with interview stages through an assessment workshop. The students are also presented with the opportunity to attend courses, MOOCs and a work experience placement. The placement allows them to develop their employability skills and independence.

Catholic Social Teaching

Non-examined course

General course description:

As a Catholic school, our commitment to developing the faith and understanding of what it means to live as a member of the Church continues in Sixth Form.

Regardless of faith background, there is a compulsory study of Catholic Social Teaching for all students in Years 12 and 13. Each week, for one teaching period, students are encouraged to consider what it means to live out the message of the gospel both as members of a community and as an individual.

Assessment

There is no formal assessment in relation to this programme of study. However, students will receive a record of completion.

The programme aims to develop the skills of debate, critical thinking, team work and public speaking as a means of not only encouraging a richer and deeper understanding of the social teaching of the Catholic Church, but also to equip our students for university courses and apprenticeships beyond Sixth Form.

Career pathways:

Our aim is to develop our students as individuals who are concerned with the common good. In this way we hope to create future workers and leaders who hold themselves accountable to the gospel values of faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice and tolerance and peace, amongst others.



Duke of Edinburgh Award

The education we offer here extends beyond lessons, assignments and exams. It's also about making friends, new experiences, being active and healthy or pursuing an interest or activity. The DofE takes you to a place where you'll push yourself and have amazing new experiences.

You'll build confidence, resilience, skills and friendship groups and have a brilliant time doing it. It gives you the added benefit of gaining a competitive edge as employers regard a DofE Award highly so it will help open the right doors for you. Many of the skills you gain can be applied to your studies as well as your personal and social development.

The Duke of Edinburgh Award has been running at St Francis of Assisi Catholic College since 2008. There have been many successful expeditions in the Shropshire hills, White Peaks, Dark Peaks and Brecon Beacons. The Duke of Edinburgh Award is very popular and the number of students participating is increasing each year.



In the past, Sixth Form students have completed their **Gold Award** and received their certificates from St James Palace. Students can complete the **Gold Award** regardless of whether or not they have completed the **Bronze or Silver Award**. The Award is advertised to students in September/October and they must apply by the deadline set.

The Duke of Edinburgh Award provides an excellent opportunity for students to plan and complete an expedition in two rural areas. As well as the personal achievements gained by completing the DofE businesses and universities look very favourably on students who have completed one of the Awards.

You achieve your Award by completing a personal programme of activities in four sections (five if you're going for Gold) – Volunteering, Physical, Skills, Expedition and for Gold, a Residential. You'll find yourself helping people or the community, getting fitter, developing skills, going on an expedition and taking part in a residential activity (Gold only).

If you need any further information, talk to your school **DofE Leaders Mr Dawson and Mr Harris**.

Level 3 Extended Project Qualification

Examination Board – AQA

Non-examined course

General course description:

The Extended Project Qualification allows you to learn and develop skills that you will apply to your own independent research project. The EPQ gives you the freedom to research a topic or aspect of the world around you that you have a genuine curiosity about. You will develop and improve your own learning and performance as a critical, reflective and independent student.

The Extended Project Qualification offers the opportunity for you to:

- Extend your planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.
- Develop and apply skills creatively, demonstrating initiative and enterprise.
- Use your learning experiences to support your aspirations for higher education and/or career development.
- Transfer skills developed as part of your extended project to other areas of study.

Throughout your EPQ journey you will be supervised. Your Supervisor will help you frame your research and will judge the quality of your project. They will meet with you regularly to track your progress and will act as a critical support.

You are expected to spend 90 hours working on your Extended Project independently. There will also be 30 directed teaching hours to support with the successful completion of the Extended Project.

Assessment - Completed Production Log and Assessment Record

The Production Log and Assessment Record will document the planning and progress of the project, including decision-making and the student's reflections on the process: formal proposal and approval, initial idea and outline plan for the project, record of research carried out and resources used, record of advice and support offered and action taken as a result, note of any changes made to plan and reasons for the changes, a review of the completed Project Product, a record of the presentation with the supervisor's record of relevant questioning.

Course entry requirements:

You must demonstrate passion and enthusiasm for your research area and be studying Level 3 qualifications. This is an additional enrichment opportunity that is completed alongside your Level 3 courses. As such you need to be a highly motivated and independent learner.

Career pathways:

Many universities now value the EPQ highly and include it in their UCAS offer. The EPQ can be worth half of a full A level. The Extended Project will additionally be valued by employers as it demonstrates a range of skills or a recognised link with the focus of the project.



Sixth Form Dress Code

All Sixth Form students play a vital role in the smooth organisation of our community as well as providing leadership and role models for younger students. You are expected to set an outstanding example in all aspects of your work, conduct and appearance in smart, business attire. This will prepare you for possible future careers, where in many you will be obligated to follow a dress code. The dress code secures safeguarding practices supporting easy identification, ensuring suitable clothing coverage and enables all students to maintain a positive working environment.

In preparation for completing your Sixth Form studies with us our expected dress code is as follows:

- A two-piece navy suit (including suit jacket and trousers or skirt) from Clive Marks or Crested School Wear.
- A formal, collared shirt or blouse (it must cover the shoulder, stomach area and not have a low neckline).
- Smart, formal shoes.
- Hair and make-up should be discreet and of a natural colour.
- An ID lanyard (supplied by the school).

Optional items include:

- A tie.
- Plain tights.



BTEC Level 3 Extended Certificate in Applied Law



Examination Board:

Edexcel

Units:

Unit 1: Dispute Solving in Civil Law - the students will explore how civil disputes are resolved, both in the courts and by alternative means. They will gain knowledge on the civil court hierarchies, the role of judges, and alternative ways of solving legal disputes without going to court. They will also study the tort of negligence and how claims are dealt with. They will investigate how to claim and what can be claimed for losses resulting from a car accident or personal injury to gain compensation.

Unit 2: Investigating Aspects of the Criminal Law and the Legal System - the students will gain an understanding of the different ways in which laws are created and interpreted, as well as the impact of European law on the English Legal System. They will consider the roles of lawyers and lay people within the Criminal Justice System. Students will then study aspects of criminal law by covering the non-fatal offences of assault, battery, ABH, GBH and wounding and advise clients on the sentencing options.

Unit 3: Applying the Law - the students will focus on more criminal law in particular homicide offences such as murder and manslaughter and theft offences including robbery and burglary. They will also explore the defences of duress, intoxication, self-defence and insanity and the impact it has to reduce a criminal's sentence. Students will then study the police and their powers. All of these topics will be examined by the students in relation to real-life offences.

Unit 4: Aspects of Family Law - the students will study how to form a valid marriage and other relationships and consider the rights that we all have under these different family arrangements. They will develop an understanding of divorce and the ending of relationships and look at the effect of relationship breakdown, including orders relating to children and maintenance.

Assessment:

Units 1 and 3 - these units are externally assessed through an examination, under timed and controlled conditions. The examination time scales are 1 hour 30 minutes for unit 1 and 2 hours for unit 3.

Units 2 and 4 - these units are internally assessed through assignments.

Career pathways:

Students can enter the world of work through legal apprenticeships and past students have taken this route and are currently experiencing success. The BTEC Applied Law course will prepare the students particularly well for a university course or career in law, the police, criminology or sociology. Past students have gained places on a wide variety of courses at all types of universities.

Science (Applied) BTEC Examination Board – Edexcel

Course entry requirements:

- 5,5 in Combined Sciences

General course description :

Unit 1: Principles and Applications of Biology
Unit 2: Principles and Applications of Chemistry
Unit 3: Principles and Applications of physics
Unit 4: Practical Scientific Procedures and Techniques

Students have a choice from two optional units:

Unit 5: Scientific Investigation Skills
Unit 6: Contemporary Issues in Science

Assessment :

Unit 1: Principles and Applications of Biology – External (50 mark assessment)

Unit 2: Principles and Applications of Chemistry – External (50 mark assessment)

Unit 3: Principles and Applications of physics – External (50 mark assessment)

Unit 4: Practical Scientific Procedures and Techniques – Internal coursework

Unit 5: Scientific Investigation Skills – Internal coursework

Unit 6: Contemporary Issues in Science – Internal coursework

Career pathways:

Students will develop the following knowledge and skills from the mandatory units:

- Fundamental scientific principles and applied knowledge relating to biology, chemistry, and physics
- Laboratory techniques, including health and safety assessment, and associated professional practice
- Problem solving. Students will develop the following knowledge and skills from the optional units:
 - Scientific Research skills including researching and planning methodologies, primary data collection and analysis, drawing justified conclusions.
 - Secondary research skills including collecting information from a range of sources, its evaluation and interpretation, and its use to draw reasoned conclusions.
- Transferable skills such as critical thinking, taking personal responsibility and written communications

Potential Careers:

Biomedical science (microbiologist, transfusion scientist, haematology scientist, histopathology scientist, biochemistry scientist), Pathologist, Manufacturing technician, Nurse, Veterinary science, Systems engineer, Teaching and education, Quality support technician, Food science, Forensic science, Industry technician, Health scientist.

Art and Design: Fine Art A Level Examination Board – OCR

Mini project introducing oil paint, pattern and mixed media. Introduces elements of Art History, Compositional structures, Abstract art and Critical Analysis. (September – December)

Y12 Fine Art consists of one component:

1. Personal Investigation: Students select their own theme and study 3-4 artists in depth (artist research – practical experimentation – personal response). This includes research and preparation for the Related Study (essay), again based on their own theme choice = 60% (December – July)

Y13 Fine Art consists of two components:

1. Personal investigation (continues): Students develop ideas and final practical response/s to the artist research. This includes finalising and submitting their Related Study (essay 1000-6000 words) = 60% (September – January)
2. Externally set task: Students select one of seven themes supplied by the exam board. Using the same format as above, students prepare for the exam by researching artists, experimenting with materials and developing ideas. The final practical response is created in the exam (Preparation for approx. 12 weeks, 15 hour exam) = 40% (February – May)

Assessment:

AO1 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding (20%)

AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops (20%)

AO3 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress (20%)

AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, make connections between visual and other elements (20%)

Related Study – 1000-6000 word essay (20%)

Career pathways:

Further study can take the following routes:

- Foundation Studies to experience different aspects of Art and Design, followed by entry onto degree course
- Direct entry onto degree course
- Apprenticeships in Art field

The key areas for study at degree level are:

- Fine Art, Printmaking and Sculpture; Fashion, Textiles Design and Retail; Architecture; Interior and Exhibition Design; Graphic Design; 3D Design, Glass, Ceramics, Jewellery; Multi-Media, Computer Animation, Film, Photography; Theatre, Film, TV Costume and Set Production

Science Biology A Level Examination Board – OCR

Course entry requirements:

7, 6 in Combined Science

Or

7 in Biology.

Must also have at least a grade 5 in English and 6 in Mathematics.

****Note****

To study two A level Sciences, you will need a grade 7,7 on combined sciences.

To study three A level Sciences, you will need a grade of 8,7 on combined sciences.

General course description:

Module 1 – Development of practical skills in biology

Module 2 – Foundations in biology

Module 3 – Exchange and transport

Module 4 – Biodiversity, evolution and disease

Module 5 – Communication, homeostasis and energy

Module 6 – Genetics, evolution and ecosystems

Required practical's in each of the topics

Assessment:

Three externally examined assessments at the end of Year 13

Career pathways:

- Marine biologist
- Microbiologist
- Nanotechnologist
- Nature conservation officer
- Pharmacologist
- Scientific laboratory technician
- Secondary school teacher
- Dentist
- General practice doctor
- Health promotion specialist



Business A Level

A graphic in the top right corner features a circular arrow surrounding a stylized globe. On top of the globe are icons for a skyscraper, a briefcase, and a document, symbolizing business and industry.

Examination Board – Edexcel:

Year 12

Students will learn why and how entrepreneurs start business enterprises and the forms of business ownership they choose to set up.

Students will then investigate and learn about how businesses are run in a wide variety of functional areas, including:

- Marketing e.g. market research, product development and promotion
- Human resources e.g. recruitment, payment, training and motivation
- Finance e.g. raising finance, cash flow management and measuring profitability
- Operations e.g. stock control, quality management and the use of new technology

Year 13

- Students will investigate the wider strategic and long-term issues affecting business performance and competitiveness, including:
- Government e.g. UK government and EU controls
- Economic conditions e.g. the effects of interest rate and economic growth changes on business
- International trade and competition and multi-national enterprises
- New technology e.g. digital marketing, new production processes
- Business and society e.g. the environment and business ethics

Assessment:

- The course will be assessed by three examinations at the end of Year 13. The questions will be in the form of data response questions to real life business case studies and by longer essay-style questions. Students will be prepared for this form of assessment by class and independent study activities over the two years of the course.

Career pathways:

- Past Business 'A' Level students have chosen a wide variety of career paths including:
- University degree in: Business, Accounting and Finance, Fashion and Business, Computing, Construction, Sports Management
- Apprenticeships: Accountancy, Business Management, Engineering Management, Construction Management, Sales and Marketing Management

Science Chemistry A Level Examination Board – OCR

Course entry requirements:

7, 6 in Combined Science

Or

7 in Chemistry.

Must also have at least a grade 6 in Mathematics.

****Note****

To study two A level Sciences, you will need a grade 7,7 on combined sciences.

To study three A level Sciences, you will need a grade of 8,7 on combined sciences.

General course description

Module 1 – Development of practical skills in chemistry

Module 2 – Foundations in chemistry

Module 3 – Periodic table and energy

Module 4 – Core organic chemistry

Module 5 – Physical chemistry and transition elements

Module 6 – Organic chemistry and analysis

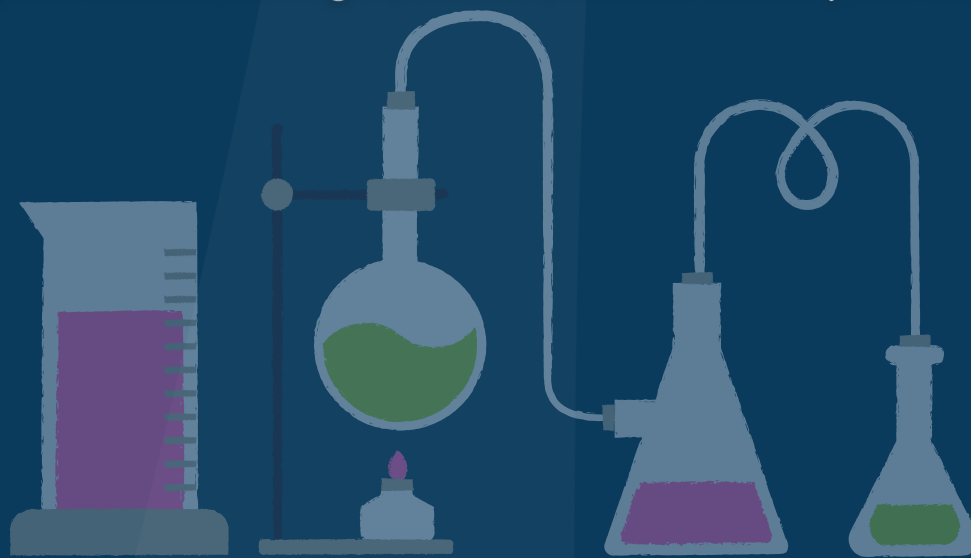
Required practical's for all these modules

Assessment:

Three externally examined assessments at the end of Year 13

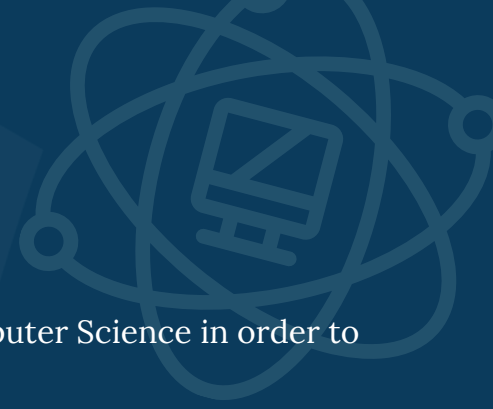
Career pathways:

Medicine, Dentistry, Veterinary, nursing, Physiotherapy, Optometry, Psychiatry, Chemical engineering, Pharmaceuticals, Lab work, Teaching, Forensic science, Food industries, Sports science, Zoologist, Botanist, Nuclear industry, Environmental science



Computer Science A Level

Exam Board – OCR



Entry Requirements: Students will need to have studied GCSE Computer Science in order to cope with the level of Programming in this course.

General Course Information:

This course is taught over 2 years and with specialist teachers for each topic. Examinations are undertaken at the end of the course with a Programming Project completed across the course.

Component 01:

Computer Systems – Assessed by a 2.5hr exam worth 40%

In this unit we look at the internal workings of the computer, data exchange, software development, networks, data types and, legal and ethical issues. We look at designing and using websites and databases.

Component 02:

Algorithms and programming – Assessed by a 2.5hr exam worth 40%

This unit looks at computational thinking (thinking abstractly, thinking ahead, thinking procedurally etc.), problem solving and programming. We look at how computers and programs can be used to solve problems and how we create algorithms to describe and solve problems; this includes sorting and searching algorithms.

Component 03:

Programming project – NEA worth 20%

This unit is a practical programming project. Students apply the principles of computational thinking to a real-world problem of their choosing. They will analyse, design, develop, test, evaluate and document a program written in a suitable programming language. Previous students have created games, recipe apps, quizzes, and training plans.

Career Pathways:

Computer Science is a well-respected A Level course. It will help to develop problem solving skills which can be used to support further study in any area.

Students of Computer Science can go on to pursue careers including Software Development & Engineering, Cyber Security, Games Design, Networking, and Ethical Hacking. Careers can be developed through further study at University or through a more hands-on degree level Apprenticeship.

As ICT and Computer Science are rapidly developing the future opportunities are endless but will include developing areas such as Artificial Intelligence and Automated Driver Systems.

A level Criminology Examination Board - WJEC



Unit 1:

Changing Awareness of Crime - the students will explore a wide range of crimes that occur within society, the consequences for crimes being unreported, various forms of media how the public's perception of crime is affected by social background, ethnicity and design a compare for change.

Unit 2:

Criminological Theories - the students will develop an understanding of criminal behaviour and deviance; the different theories and how social researchers understand crime in our society and how social changes and campaigns affect policy making.

Unit 3:

Crime Scene to Courtroom - the students will study the mechanics of crime investigation from the initial act and forensic observation, police procedures, charging, the trial process, sentencing and how key influences affect the outcomes of criminal cases. They will research and relate their understanding to real life case studies.

Unit 4:

Crime and Punishment - the students will explore the forms of punishment for crime, difficulties of sentencing and why they vary. They will also focus on the mitigating factors, the role of agencies in social control and the effectiveness of formal punishments.

Assessment:

Units 1 and 3 - these units are internally assessed through a controlled assessment being completed over 8 hours.

Units 2 and 4 - these units are externally assessed through a 1 hour 30-minute examination.

Career pathways:

An understanding of Criminology is relevant to many job roles within the criminal justice sector, social and probation work, sociology, psychology, the police and the legal sector.

English Literature A Level

Examination Board – AQA Specification B

Course entry requirements: Grade 6 in both English Language and English Literature

General course description:

Aspects of Tragedy (closed book examination): Students will study Shakespeare's 'Othello', a selection of poetry by Keats and 'Death of a Salesman' by Arthur Miller. They will learn the key features of the tragic genre and apply it to these texts, analysing the texts through the lens of tragedy.

The examination is split into 3 sections: Section A will ask the students to analyse the significance of tragic aspects in an extract from 'Othello'; Section B will be an essay style question debating to what extent the student agrees with the given statement with regards to 'Othello'; Section C will be an essay style response to a question about an aspect of tragedy in Keats' poetry and 'Death of a Salesman'.

Elements of Crime (open book examination):

Students will study 'The Murder of Roger Ackroyd' by Agatha Christie, 'When Will There Be Good News?' by Kate Atkinson and a selection of poetry by George Crabbe, Robert Browning and Oscar Wilde. They will study the key features of crime writing and apply these to the texts as well as unseen crime texts, analysing the texts through the lens of crime.

The examination is split into 3 sections: Section A will ask the students to respond to the crime elements in an unseen extract; Section B will ask the students to write on a single text from the list above, debating to what extent they agree with the statement they are given; Section C will ask the students to write about 2 of the other texts listed above linking them through a given element of crime.

Theory and Independence (NEA unit): The students will study the following critical theories: Feminism, Marxism, Eco-criticism, Value and the Canon and Narrative theory.

Students are required to write two 1500-word essays applying 2 of these theories to texts of their choice. 1 text should be poetry and 1 text should be prose.

Assessment:

Aspects of Tragedy 1x 2 hour 30 min examinations

Aspects of Crime 1x 3 hour examination

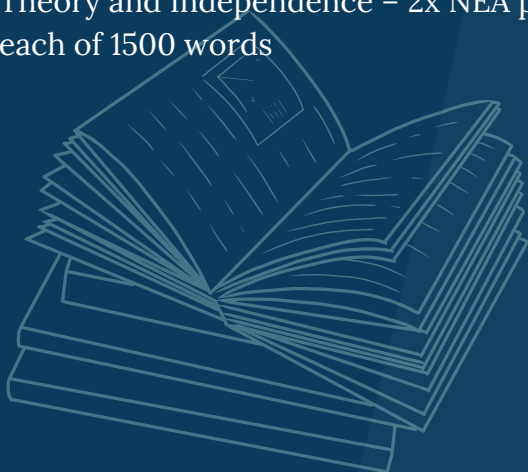
Theory and Independence – 2x NEA pieces each of 1500 words

Career pathways:

The study of English Literature can take you many places. It is a facilitating subject which can help access many career pathways and courses in Higher Education.

Here are some of the destinations of previous Year 13 students:

Balliol College, Oxford University to read Philosophy, Politics and Economics, Worcester University to read Sports and Exercise Science, Manchester University to read History, Derby University to train as a teacher, Reading University to read Psychology, Birmingham University to read Law, Worcester University to read English Literature and History, Derby University – English and Creative and Professional Writing



French A Level

Examination Board – AQA

Course entry requirements: Minimum grade 5 achieved in the higher paper.

General course description:

All of the themes are linked to the culture, history and contemporary life in France and other French speaking countries. During the course there is a requirement to study a piece of French literature; currently “Tartuffe” and a film; currently “La Haine”.

Subject content areas

- The changing nature of family (La famille en voie de changement)
- The 'cyber-society' (La « cyber-société »)
- The place of voluntary work (Le rôle du bénévolat)
- A culture proud of its heritage (Une culture fière de son patrimoine)
- Contemporary francophone music (La musique francophone contemporaine)
- Cinema: the 7th art form (Cinéma: le septième art)
- Positive features of a diverse society (Les aspects positifs d'une société diverse)
- Life for the marginalised (Quelle vie pour les marginalisés ?)
- How criminals are treated (Comment on traite les criminels)
- Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
- Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)
- Politics and immigration (La politique et l'immigration)

Assessment:

Pupils will be assessed on all 4 skills at the end of the 2 year course. Throughout the teaching of the course there will be opportunities to practise these skills and to be assessed in these skills.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Listening, reading and writing	100	x2	200
Paper 2: Writing	80	x1	80
Paper 3: Speaking	60	x2	120
Total scaled mark:			400

Mathematics (Further) A Level Examination Board – Edexcel

Course entry requirements:

Students must be taking A Level Maths and achieve a minimum of Grade 8 at GCSE in Maths.

General course description:

It is a challenging qualification, which both extends and deepens your knowledge and understanding beyond the standard A level Mathematics.

It is made up of 50% Further Core Maths, 50% Discrete Maths.

Core – An extension of A Level Core Maths.

Topic 1 – Complex Numbers
Topic 2 – Argand Diagrams
Topic 3 – Series
Topic 4 – Roots of Polynomials
Topic 5 – Volumes of Revolution
Topic 6 – Matrices
Topic 7 – Linear Transformations
Topic 8 – Proof
Topic 9 – Vectors
Topic 10 – Polar Coordinates
Topic 11 – Hyperbolic Functions
Topic 12 – Differential Equations

Discrete – finding solutions to many real-world problems through mathematics.

Topic 1 – Algorithms, Graphs and Networks
Topic 2 – Route Inspection
Topic 3 – Travelling Salesman Problem
Topic 4 – Linear Programming
Topic 5 – Critical Path Analysis
Topic 6 – Transportation Problems
Topic 7 – Allocation Problems
Topic 8 – Flows in Networks
Topic 9 – Dynamic Programming
Topic 10 – Game Theory
Topic 11 – Recurrence Relations
Topic 12 – Decision Analysis

Assessment:

4 written exams 1hr 30mins each

Career pathways:

Further Mathematics would prepare students well for any Mathematics or Engineering course Post 18. Some of the course extends the learning in the A level course and other elements are exclusive to Further Mathematics.

Geography A Level Examination Board – Edexcel

Course entry requirements:

Students must achieve a minimum of Grade 5 at GCSE

General course description:

Paper 1: Physical Geography

- Tectonic Processes and Hazards
- Coastal Landscapes and Change
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security

Paper 2: Human Geography

- Globalisation
- -Shaping Places, Diverse Places
- -Superpowers
- -Global Development and Connections
– Health, Human Rights and Intervention

Paper 3: Synoptic unit :

- The specification contains three synoptic themes;
- Players, Attitudes and actions, Futures and uncertainties.

The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.

NEA: Geographical Investigation

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based upon a question or issue related to any part of the specification content.

Assessment:

- Paper 1 and paper 2 - Written examination: 2 hours and 15 minutes 30% of the qualification
- Paper 3 - Written examination: 2 hours and 15 minutes 20% of the qualification
- The NEA is assessed as a written report with a word limit of 4000 words. It is worth 20% of the final grade. There is also a 4 day fieldwork requirement for this part of the course.

Career pathways:

Geography can be useful in many different career areas such as environmental science, engineering and manufacturing, animals, agriculture, plants and land, construction, leisure, sport and tourism, transport and logistics.

BTEC AAQ National Extended Certificate in Health and Social Care Examination Board – Pearson

General course description and assessment:

Year One

Two units are studied:

- **Unit 1**- examined unit - Human Lifespan Development
- **Unit 2** - examined unit – Human Health and Biology

Year Two

Two units are studied:

- **Unit 3** - internally assessed unit - Principles in Health and Social Care
- **Unit 5** - internally assessed – Promoting Health Education

Examination results/success

93% achieved a grade A or A*(2024)

Additional Learning Opportunities:

- Guest speakers talk to students about various aspects of the course to help aid understanding and application.
- White Ribbon Association presents to Y12 students on the dangers of alcohol and other lifestyle factors affecting growth and development
- St Giles Hospice supports the course by allowing the class to visit the Hospice and supports students in carrying out a week of work experience.



Career Pathways:

Students go on to study a variety of courses including Law, Nursing, Primary Education, Sociology and Psychology.

Student voice comments.

“I thoroughly enjoyed Level 3 Health and Social Care. I particularly enjoyed learning about how individuals grow and develop across the various life stages and the factors that affected their development”. KB

“Despite not studying Health and Social Care in Y11 I managed to gain a Merit in the level 3 Certificate. I’m not very good at exams so the coursework unit really helped support my style of learning”. RP

History A Level

Examination Board – OCR

General course description:

All A Level History courses have to cover at least 200 years, and include both British and non-British History - so we cover...

- The Early Stuarts and the Civil War 1603 – 1660 (Y108) The most explosive period in British History – rebellion and revolution, the bloody Civil War and its republican aftermath, muskets at Edgehill, axes in Whitehall, the imitation of Christ on the rutted road into Bristol...
- Democracy & Dictatorships in Germany 1919-1963 (Y221) The Nazi dictatorship – why did it happen? What impact did it make? What were the consequences?
- Britain & Ireland 1791 – 1921 (Y316) The relationship between Britain and its “half alien dependency”. Rebellion from Wolfe Tone to the Easter Rising, reform from the Act of Union to Home Rule, the era of O’Connell, Gladstone and Parnell
- Coursework on USSR 1917 to 1991 (Y100) The rise and fall of Soviet Communism – questions can vary from the rise of Lenin to the fall of Gorbachev, from the 5 Year Plans to glasnost and perestroika, from the role of women to the misery of the peasants.

Assessment:

The first three units are assessed by examination. The Britain paper is 1 hour 30 minutes and makes 25% of the total mark, the Germany paper is one hour and makes 15% of the total mark, the Britain and Ireland paper is 2 hours 30 minutes and makes 40% of the total mark, and the coursework is a topic based essay of 3000 to 4000 words, making 20% of the total mark.

Career pathways:

Many students who study History at A level go on to study History or related subjects at A level, but History as a facilitator subject can lead to a wide range of degrees or careers. Past students have gone into further academic research in History, and to a wide range of jobs from teaching to journalism to careers in industry.



Level 3 AAQ in Information Technology

Exam Board: Pearson BTEC

General Course Information & Assessment:

This is a brand-new course for September 2025 and reflects the current digital environment enabling you to get an up-to-date qualification relevant to today's IT environment. This course has a mix of external written exams and internal project style assessments. You will have 2 teachers for this course.

Unit 1 - Information Technology Systems. This unit is all about the role of computers in our personal and business lives. You will learn about how to select systems that meet specific needs to maximise the benefits of using computers. You will also look at how networks enable us to work more effectively, and relevant legislation keeps us safe. This is externally assessed through a written examination.

Unit 2 - Cyber Security and Incident Management. This unit is all about how to protect the increasing amount of data which is kept on computers. You will learn about how cyber criminals operate, the threats posed to data, and how to defend data from cyber-crime. This is externally assessed through a written examination.

Unit 3 - Website Development. This unit explores website design and how design principles are used to create effective websites. You will plan, design, and develop your own website in response to a client brief. This unit is internally assessed through a portfolio of web design tasks.

Unit 4 - Relational Database Development. This unit looks at how databases are used in a wide range of contexts. You will then learn how to create, maintain, and retrieve information from databases using your practical skills to design and develop a database to meet a client's needs. This is internally assessed through a portfolio of practical database tasks.

Career Pathways:

As well as developing your IT skills and understanding this course has been designed to give you transferable skills including Effective Learning, Managing Yourself, Interpersonal Skills and Problem Solving. This will support you in further learning or the world of work. This qualification can lead to degrees or Apprenticeships in IT, Computer Science, Networking, Cyber Security or Business.

Past BTEC IT students have gone on to pursue careers in Computing, IT, Fashion, Game Design, Networking, and Engineering through degrees, Apprenticeships, and higher-level College courses.

Subject Links:

Subjects which would complement this course are Business, Maths, Psychology, and Art & Design.

Mathematics A Level

Examination Board – Edexcel

Course entry requirements:

Students must be taking A Level Maths. Minimum GCSE Grade 7.

General course description

Core

- Topic 1 – Proof
- Topic 2 – Algebra and functions
- Topic 3 – Coordinate geometry
- Topic 4: Sequences and Series
- Topic 5: Trigonometry
- Topic 6: Exponentials and logarithms
- Topic 7 Differentiation
- Topic 8: Integration
- Topic 9: Numerical Methods
- Topic 10: Vectors

Statistics

- Topic 1: Statistical sampling
- Topic 2: Data presentation and interpretation
- Topic 3: Probability
- Topic 4: Statistical distributions
- Topic 5: Statistical hypothesis testing

Mechanics

- Topic 1: Quantities and units in mechanics
- Topic 2: Kinematics
- Topic 3: Forces and Newton's laws
- Topic 4: Moments

Assessment:

Examined by three papers at the end of Year 13

- Core paper 1: 2 hours and worth 33.33%
- Core paper 2: 2 hours and worth 33.33%
- Applied paper: 2 hours and worth 33.33%

Career pathways:

According to the Russell Group informed choices guide, Maths is a “facilitating” subject which means that it will help you to study lots of other subjects and pursue lots of different careers.

Mathematics at A level can lead you to a whole variety of possible Degree and Apprenticeship routes Post 18. It is a sought after qualification and highly respected by employers and admission tutors

Media Studies A Level

Examination Board – AQA

Entry requirements:

If students have studied Media Studies at GCSE they must have achieved a grade 5. However, students that haven't studied the subject at GCSE will be considered if they have an APS of 5.

General course description:

A-level Media Studies engages students in the in-depth study of media products in relation to four areas of the theoretical framework:

Media Language - How the different modes and language associated with different media forms communicate multiple meanings. How developing technologies affect media language.

Media Representation - The way events, issues, individuals and social groups are represented through processes of selection and combination of media output.

Media Industries - Processes of production, distribution and circulation by organisations, groups and individuals in a global context. The specialised and institutionalised nature of media production, distribution and circulation.

Media Audiences - How audiences are grouped and categorised by media industries, including by age, gender and social class, as well as by lifestyle and taste. How media producers target, attract, reach, address and potentially construct audiences. How audiences interpret and interact with the media.

At the centre of all we do in Media Studies, is the study of the products. The four aspects of the framework are considered in relation to these products.

Students are required to study media products from all of the following media forms: Audio-visual forms (TV, film, radio, advertising and marketing, video games and music video); Online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing); Print forms (newspapers, magazines, advertising and marketing)

Assessment:

Paper 1 - Written exam: 2 hours, 84 marks, 35% of A-level

Paper 2 - Written exam: 2 hours, 84 marks, 35% of A-level

Non-examination assessment: Creating a media product. A choice of topics related to the overarching (annually changing) theme worth 60 marks which is 30% of A-level and assessed by teachers.

Career pathways:

Students that study Media Studies at A Level very often go on to study at university, where they pursue their passion for Media Studies. In addition, some students choose to focus their degree on an aspect of media they find interesting, these include: production, advertising, design, communications, visual communication, television and film. Students have also linked Media Studies with English for a combined degree.

Pearson Edexcel Level 3 Advanced GCE in Physical Education (A Level)

Course entry requirements:

This course will appeal to those students who have a genuine interest in sport and are committed to further developing their own performance. The course carries a very strong academic content. Students need to have an interest in sport and a desire to learn more about the scientific principles behind the human body and mind and how it functions for physical activity. It is essential that anyone doing the course must be participating in at least one sport on a regular basis as this will be assessed in component 3.

General course description:

Component 1: Scientific principles of PE

Students will understand the anatomical/structural and physiological/functional roles performed in the identified systems of the body. Students will understand the importance of diet and nutrition pre-, during and post-physical activity. Students will gain an understanding of how to apply knowledge of energy systems and how to train, maintain and improve their performance. This includes an understanding of fitness components, methods of training and physiological adaptations. Students will also understand how to prevent and rehabilitate from injury. Students will be able to demonstrate an understanding of movement analysis through the use of examples to include linear motion, angular motion, projectile motion and fluid mechanics.

Component 2: Psychological and social principles of PE

Students are required to show an understanding of the nature and development of skills in sport. At A Level, students will develop a detailed appreciation of the role of memory systems in the acquisition of skill. Students are expected to be able to relate knowledge of practices, feedback and guidance to practical performance situations.

Students will have an understanding of the role that sports psychology has in facilitating optimal sporting performance of an individual athlete, sports teams and individuals in the teams. Central to this topic will be the ongoing debate offering explanations between either nature or nurture or the interaction of both. Students will understand the dynamic relationship between sport and society. They will understand the parallels between societal changes and sport and will utilise this knowledge and understanding to consider historical and contemporary events and trends and potential future developments. Students will understand how, as society developed and became increasingly commercial and political, these phenomena were reflected in sport. Students will understand the context of varying ethics, pressures on performers to cheat and consider a range of factors that influence deviance and the response of national and international organisations. Students will understand the relationship between media and sport and the role of social media.

Component 3: Practical performance

Students will be assessed in one practical activity that they must be competing in regularly. EdExcel provide a list of individual and team activities that they allow for assessment, this should be checked to ensure that the sport is able to be used. Students can also be assessed in the role of a coach.

Component 4: Performance analysis and Personal Development Programme

Students will complete a 3500 word piece of coursework. This includes practical activity such as fitness tests and an 8 week training plan to improve their fitness for their sports performance.

Assessment:

Component 1: 2 hours and 30 minutes examination 140 marks 40%

Component 2: 2 hour examination 100 marks 30%

Component 3: Practical performance Video evidence submitted to examination board 40 marks 15%

Component 4: Written coursework 40 marks 15%

Career pathways:

Further study in Higher Education include Sports Studies, Sports Science, Physiotherapy, Recreation and Leisure Management to name a few. The strong scientific content will complement those who have an interest in science related courses and careers.

Students may find a particular interest within the course content and choose to pursue them further in their own right e.g. Psychology, Social Policy, Sociology, History or Biology.

Some students will choose to go directly into employment, with many employers valuing the skills that can be learned through an involvement in A Level Physical Education. The sporting world is rapidly evolving and there are a number of potential careers available including; Performance Analysis, Sports Development and Coaching, Sports Therapy, Injury Prevention and Rehabilitation, as well as the business related careers such as Sports Marketing.



A Level Religious Studies (Philosophy & Ethics) Examination Board – OCR

Course Entry Requirements:

Grade 6 in GCSE Religious Studies

General course description:

There are 3 core elements to the course. Philosophy of Religion, Religion and Ethics and Developments in Christian thought.

Assessment:

There will be three external exams:

Philosophy of Religion – 2-hour exam with three essays to complete out of a possible four.

Religion and Ethics 2-hour exam with three essays to complete out of a possible four
Developments in Christian thought 2-hour exam with three essays to complete out of a possible four.

Career pathways:

Philosophy teaches you how to think for yourself and how to analyse and communicate ideas clearly and logically. An A Level in Religious Studies provides a coherent and thought-provoking programme of study. The skills learned as part of studying philosophy & religious studies can be useful in many different jobs that require logical thought or communication of ideas and many people who study philosophy / RS go on to work in careers in law, education, politics, or business. Students who study Philosophy or Religious Studies often combine this subject with history, English, psychology or sociology.

- Barrister
- Civil Service administrative officer
- Civil Service executive officer
- Editorial assistant
- Further education lecturer
- Higher education lecturer
- Human resources officer
- Legal executive
- Local government officer
- Marketing executive
- Paralegal
- Primary school teacher
- Psychotherapist
- Public relations officer
- Recruitment consultant
- Religious leader
- Secondary school teacher
- Solicitor

Science Physics A Level Examination Board – OCR

Course entry requirements:

7, 6 in Combined Science Or 7 in Physics.

Must also have at least a grade 7 in Mathematics.

****Note****

To study two A level Sciences, you will need a grade 7,7 on combined sciences.

To study three A level Sciences, you will need a grade of 8,7 on combined sciences.

General course description:

Module 1 – Development of practical skills in physics

Module 2 – Foundations of physics

Module 3 – Forces and motion

Module 4 – Electrons, waves and photons

Module 5 – Newtonian world and astrophysics

Module 6 – Particles and medical physics

Required practical's for all these modules

Assessment:

Three externally examined assessments at the end of Year 13

Career pathways:

Geophysicist/field seismologist

Healthcare scientist, medical physics

Radiation protection practitioner

Research scientist (physical sciences)

Scientific laboratory technician

Secondary school teacher

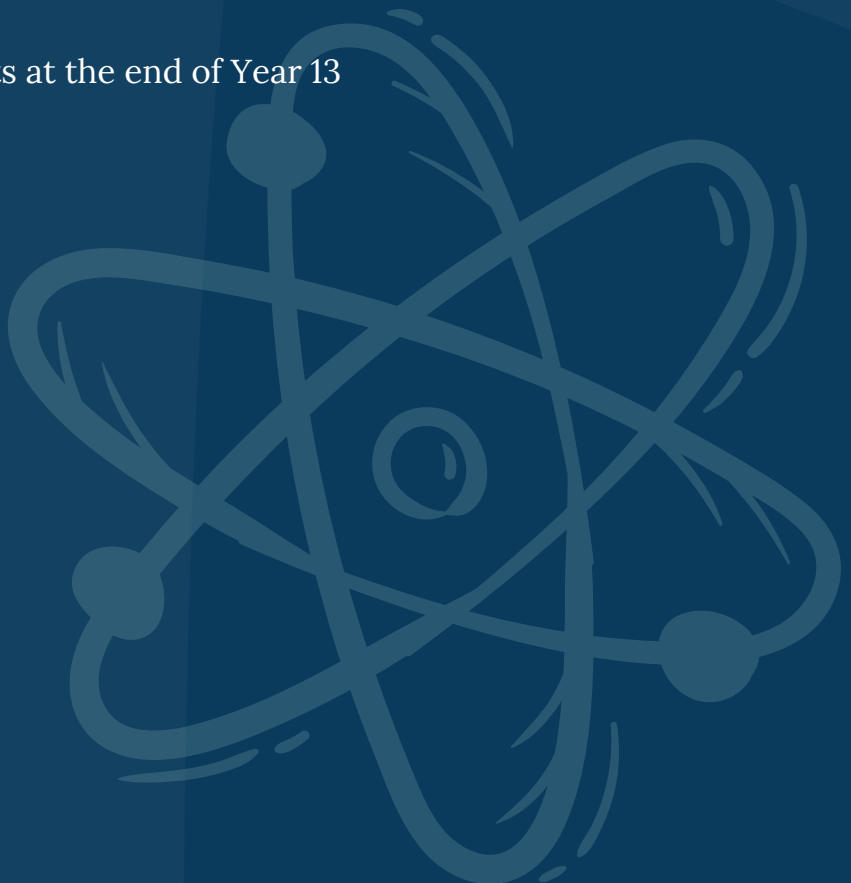
Meteorologist

Operational researcher

Systems developer

Airline Pilot

Aerospace engineer



Design Technology: Design Technology A Level Examination Board – OCR

Entry requirements:

Students will need to have studied the subject at GCSE in achieved a minimum of a grade 4.

General Course Description & Assessment:

Students studying A Level Product Design are required to complete three components. There are two written examination components for each course, the 'Principles' component and the 'Unseen Challenge' component. The third and largest component of the A Level is the 'Iterative Design Project'.

The 'principles' component is worth 26.7% of the total A Level and requires students to complete a 1 hour 30 minute examination. Learners will be required to answer questions on the analysis of existing products, technical knowledge of materials, product function, manufacturing processes and techniques; and wider social, moral and environmental issues. Students are also required to answer questions on the application of mathematical skills.

The 'unseen challenge' is worth 23.3% of the total A Level and requires students to complete a 1 hours and 45 minute design/written examination. Learners will be required to complete a design task in which they will apply their knowledge, understanding and skills of designing and manufacturing products.

The 'Iterative Design project' is worth 50% of the total A Level and requires students to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate. Learners will identify a real life design opportunity or problem from a context of their own choice, and create a portfolio of evidence in real time through the project to demonstrate their competence.

Career pathways:

The key areas for study at degree level are :

Industrial Product Design

Architecture

Quantity Surveying

UX Design (User Experience Design)

Education



Psychology A Level

Examination Board – AQA

General course description:

- **Unit 1** Introductory topics in psychology – Social Influence, Memory and Attachment & Psychopathology.
- **Unit 2** Psychology in context – Approaches, Biopsychology, and Research Methods.
- **Unit 3** Issues and options in psychology – Issues & debates, Relationships, Forensics and Schizophrenia

Assessment

- **Paper 1:** Introductory topics in psychology • written exam: 2 hours • 96 marks in total • 33.3% of A-level Questions
- **Paper 2:** Psychology in context • written exam: 2 hours • 96 marks in total • 33.3% of A-level Questions
- **Paper 3:** Issues and options in psychology • written exam: 2 hours • 96 marks in total • 33.3% of A-level Questions

Career pathways:

Psychology is the scientific study of the mind and human behaviour. It is an excellent link to any career involving people. You may choose to study Psychology on its own at university to gain experience in multiple fields, alternatively, you can specialise in a specific area such as, forensics, mental health, sports, research, business and many more.



Sociology A Level

Examination Board – WJEC

General course description:

- **Module 1:** Socialisation, culture and identity. This covers issues surrounding the process of socialisation. How this occurs through the agencies of socialisation focussing particularly on the family and education as secondary units of socialisation.
- **Module 2:** Researching and understanding social inequalities. This looks at how research is conducted in Sociology and evaluates that process through five main concepts. Those concepts are; Reliability, Validity, Representativeness, Generalisability and Ethics. You are asked to write a proposal of how you would conduct your own research at the end of the unit.
- **Module 3:** Debates in contemporary society. This unit is divided into two main areas. Inequality and Crime & Deviance. Issues around these social concerns are discussed and Sociological Theoretical perspectives are applied. These are linked to Social Policy, the way in which politicians apply sociological solutions in the wider world.

Assessment:

- **Paper 1:** Socialisation, culture and identity Examination 2 hours and 30 mins
- **Paper 2:** Researching and understanding social inequalities. Examination 1 hour and 45 mins
- **Paper 3:** Debates in contemporary society Examination 2 hours and 30 mins

Career pathways:

Sociology is the scientific study of the social world. It links well to any career involving people. Previous students have used it as their science subject for entry to nursing and physiotherapy. It is also well received in criminology and policing careers.



