



**St Francis of Assisi**  
**CATHOLIC COLLEGE**

# Sixth Form **Prospectus** 2021-2022

**Application deadline is  
Friday 7th January 2022**

(Applications beyond this date will still be fully considered).

Please hand applications into reception  
FAO Mrs K Hall or email to [post16@stfrancis.cc](mailto:post16@stfrancis.cc)

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# Admissions Criteria

## **Score (APS) of 4 or above at GCSE level in their 5 best subjects.**

Students who achieve our minimum entrance requirements with an APS of below 5 in their 5 best subjects will be directed to study 3 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 5 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 5 best subjects will have the additional option of studying 4 Level 3 courses (A Level/Vocational).

## **Subject specific entry requirements.**

Entrance into Sixth Form is based upon achieving an average point score of 4 in your best five subjects.

Where a student has studied GCSE or BTEC in a subject they would like to study in Sixth Form, it is recommended that a Grade 5 (equivalent) or above is achieved. The exception to this is in Maths, Science and Languages where you should see their specific course pages in the prospectus.

Where a student has not studied a GCSE or BTEC in a subject they would like to study in Sixth Form, there will be a meeting with Senior Leaders who will guide and determine suitability to study the subject.

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# Head Teacher's Welcome

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 to, 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 outcomes students achieve. We welcome students from both our school and other schools to join us for this part of their education and we relish in seeing them take up their preferred next destination, whether that be at university, on 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 in 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 choose to undertake the annual pilgrimage to Lourdes working with those pilgrims who need help and support. All of our year 12s undertake a weeks work experience.

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 nature 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 of 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.

Mr Connell, 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 our virtual Open Evening, 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



# Head of Sixth Form Welcome

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 right environment to thrive in your post 16 education.



We are a large, vibrant and thriving 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 in terms of pupil conduct, effort and approach to learning reflect our belief that each and every young person who enters our Sixth Form has the potential to excel. Our staff are highly committed experts in their respective fields and provide the appropriate knowledge in a caring, supportive environment that will enable young people to thrive in their educational journey. 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 a clear support and 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 learning mentor, support being tailored to the needs of each individual. Subject specific and general intervention is also provided when required, 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 at SFA Sixth Form

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 and inspiration for the general school population. They play a fundamental role in how the Catholic ethos of the school is evident, both within and beyond the school community. Our Sixth Form students engage in whole school liturgy, form group mass, weekly assemblies and daily reflection through form time activities. Opportunities for them to demonstrate 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 and the Senior Citizens’ Christmas party for the local community. Every Sixth Form student is provided with the opportunity to apply for a whole host of leadership roles. Many of these epitomise Faith in Action and involve helping others; these include the “Toe by Toe” reading programme where our Sixth Form students work with our younger students in helping to improve their reading skills, the “Student Mentor” programme which involves providing support and leading lunchtime activities for some of our more vulnerable students and also becoming a “Buddy” which entails being attached to a year 7 form group and providing support for our new intake of pupils as they experience transition into a large secondary school. Some Sixth Form pupils take part in the highly rewarding St. John Paul II Award which enables young adults to become more actively involved in the life of their parish and community.

## Academic support:

It is important that you are well informed about the choices that you make when considering the subjects that you would like to study. We offer a broad and balanced curriculum, with a diet that consists of traditional A Levels as well as Level 3 Vocational Qualifications. It is important to choose subjects that you are interested in, however you must be under no illusions, all Level 3 qualifications are challenging and your enthusiasm for a subject will play a significant role in ensuring your level of success. We are confident that our curriculum enables our students to thrive and open doors for a whole array of post 18 opportunities. Some subjects will have specific entrance requirements that must be met, but rest assured, regardless of the subjects that you study, you will be equipped and qualified to move on to the next stage of your life journey, whether it be through university, apprenticeships or the world of work. If you have specific career goals in mind, it is important to look at the subject requirements for the particular career you are interested in. However, be mindful, in most cases, achieving the best grades possible will be the key to accessing the next stage of opportunities. We have a strong team of subject specialists who display impressive knowledge and passion for their subject areas. All lessons are delivered through distinct phases of learning that will help provide you with the appropriate knowledge and most importantly, the skills required to meet the requirements of all assessments.

Inevitably, there are challenges that are faced when studying Level 3 post 16 qualifications. The jump from GCSE standard soon becomes clear and when you consider that if you are studying 3 A Levels, it is estimated that there are 780 different chunks of information that need to be learnt, you may at times face some difficulties in the process. To help overcome this, we have a dedicated learning mentor who works solely with the Sixth Form and is available for individual appointments. Miss Lewis will work with our students on developing their study habits, organisation, stress management and emotional well-being; in summary she will tailor the needs of one to one sessions, to the individual needs of each student. We also run a programme during form time that focusses upon the non-cognitive skills that are key determinants of success in post 16 qualifications. These sessions put a context on some of the barriers for learning that may exist, such as Vision, Effort, Systems, Practice and Attitude (VESPA), and most importantly work through a number of strategies that can help you to become the breakthrough students that we so desire.

## Pastoral support:

Year 12 and 13 are divided into 4 different form groups and work through the VESPA programme and Values Education curriculum during registration. Each student will have a dedicated form tutor responsible for their pastoral care. Time is also dedicated to active revision and assessment, to ensure that every moment spent within the Sixth Form is used productively. Specialist support is provided through the use of "Unifrog" – an online platform that has all that you could ever need to know about the post 18 opportunities that are available to our young people. This includes all university-based information in preparation for the UCAS process, apprenticeship opportunities (with live updated availability) and information on the opportunities to study abroad. At the end of year 12 and early in year 13 the focus moves to offering tailored support to those students working through the UCAS process.

In addition to my role as Head of Sixth Form, Mrs Shields, our Assistant Head of Sixth Form works tirelessly to support our students on a daily basis. We have an active and vital role in the care of our Sixth Formers, as well as monitoring their daily attendance and punctuality by using information processed by our attendance officer. We are responsible for monitoring our students' academic progress and approach to learning. Those who require additional support will be referred to our learning mentor if we feel that they require additional help with their studies. Support will also be provided through coaching programmes led by members of the senior leadership team.

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



Mr M Connell  
Head of Sixth Form.

# Enrichment Opportunities

Here at St Francis of Assisi Catholic College, we believe that each and every sixth former is an ambassador for our school. The sixth form is at the heart of the school and you are role models for the wider school population and beyond; the younger students see you as a source of inspiration, the local community see you as a representation of what our school is about. We are always incredibly proud to receive the many positive comments that we do about the conduct of our eldest students, we hope that you will be just as proud to call yourself a St Francis of Assisi sixth former.

There are many opportunities here for you to prosper as an individual, in addition to your academic development. All students have the opportunity to run for the prestigious positions of Head Boy and Head Girl. Other sixth form leadership positions include the roles of Deputy Head Boy and Girl, or being part of the sixth form student leadership team. We also have a series of sixth form led committees. We have a Student Union who consider social and well being matters, a Student Council who lead on academic matters, and an Event Management team who take ownership of all sixth form led events, often with a fundraising or local / school community focus. These groups are run by the students, for the students. They provide an opportunity to have input about how the sixth form and wider school is run on a day to day basis.

In addition to the student committees there are numerous opportunities for our sixth formers to put their faith into action, whilst developing invaluable skills and qualities. Students have the opportunity to apply for a number of additional responsibilities that are run on a voluntary basis. These include being subject ambassadors, year 7 "Buddies", "Toe by Toe" reading mentors and Student Mentors.

In addition to the aforementioned leadership roles there are numerous enrichment opportunities that enable our young people to gain experiences to complement their academic studies. This includes embarking upon the Extended Project Qualification, providing an opportunity to access additional UCAS points, whilst developing a whole host of academic skills in preparation for undergraduate study. The following pages outline a number of the enrichment activities that are available for our sixth form students to access.





# Level 3 Extended Project Qualification

## 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 Extended Project 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.

## Appropriate evidence of project product:

Depending on the subject area or topic chosen, a variety of evidence may be submitted for assessment.

Evidence can be provided in any form appropriate to the type of project chosen. All project products must include a written report. The exact length of each written report will depend on the nature of the project, the subject area or topic chosen and the other evidence provided.

A project product which consists solely of a research based written report should be approximately 5000 words.

For example a research report of a scientific investigation, exploration of a hypothesis or an extended essay or academic report in appropriate form.

Where the chosen product is an artefact there must also be a research based written report of approximately 1000 words. In order to appropriately evidence an artefact student may include photographs of each stage of development as well as the final product.

## 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.

**Examination Board – AQA**

# Pope John Paul II Award

We offer Sixth Form students the opportunity to complete The Pope John Paul II Award. This is a faith achievement award for young people between the age of 16 and 18. It is non-competitive, inclusive, flexible and voluntary.

The Award enables participants to take an active part in the life of their Church – in the life of their community and society. It enables young people to become more aware of the teaching and role of the Catholic Church in the world and to engage at a deep level with Christ.

The Award was created to commemorate the late Pope Saint John Paul II who was so committed to young people and who had such belief and confidence in them. At St. Francis, those who opt to join the Lourdes pilgrimage will automatically be enrolled in the scheme but the option is open to all who join our Sixth Form.



# Duke of Edinburgh (DofE) Award

St Francis is not just about lessons, assignments and exams. It's also about making friends, trying new experiences, being active and healthy or pursuing an interest or activity. The DofE takes you into 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 or five 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 or visit [www.dofe.org](http://www.dofe.org)





# Dress Code

St Francis of Assisi Catholic College Sixth Form is an aspirational Sixth Form, committed to the highest possible standards. The school motto of “Nil Satis Optimum” highlights this commitment and “only the best” really is good enough for our young people.



The Sixth Form is at the heart of our school, and Sixth Form students regularly mix with other students, serving as an inspiration and role models for the general school population. As a result of this, the Governing Body and Leaders of the school are committed to a dress code for Sixth Form students which continues the high standards of dress from Years 7-11 through to Years 12, 13 and 14.

Sixth Formers are expected to set an outstanding example in all aspects of their work, appearance and conduct. The dress code is one which will prepare students for possible future careers, where many will be obliged to follow a dress code.

The dress code also secures safeguarding practices supporting easy identification of our students and ensuring suitable clothing coverage.

The dress code identifies Sixth Form students as different to Years 7-11 but reflects the positive working environment expected of a thriving and successful Sixth Form.

## Dress for students:

- A combination of formal blazer or smart jacket, trousers, skirt, dress or suit. A blazer or smart jacket must be worn within this combination. A tie is optional
- A buttoned shirt or blouse
- An optional jumper with no logos which may be worn over shirt and under jacket but not in place of the jacket
- Smart formal shoes.

## Additional notes:

- Skirts / dresses must be of an appropriate length to maintain decency
- A shirt or blouse must cover the stomach area and not have a plunging neckline
- Leggings are not permitted
- Trainers are not permitted
- Leather or denim items are not permitted (including coats)
- Hair, make-up or further accessories are to be of a suitable style for a conventional business environment (no excessive styles or colouring)
- A maximum of 2 simple stud like earrings can be worn
- Tongue, facial or visible body piercings are not permitted
- Any jewellery must be discreet
- Any tattoos should be covered.

As part of the dress code, students will be issued with a Sixth Form lanyard which they will be expected to wear at all times. School reserves the right to send home any student who is not properly dressed where he or she should change into correct dress and then return to school the same day to resume studies. The Head of Sixth Form/ Headteacher has the final decision about what is acceptable under this dress code.



# Catholic Social Teaching

## **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 is continued into 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 for 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.



**Non-examined course**

# Art A Level

## Fine Art consists of two components:

- Personal investigation (includes a 1000 word related study) 60%
- Externally set task (15 hours) 40%.

## Assessment:

**A01** – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding (25%)

**A02** – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops (25%)

**A03** – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress (25%)

**A04** – Present a personal and meaningful response that realises intentions and, where appropriate, make connections between visual and other elements (25%)

## 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.

### The key areas for study at degree level are

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



**Examination Board – OCR**



# Business A Level

## 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:

Students take 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:

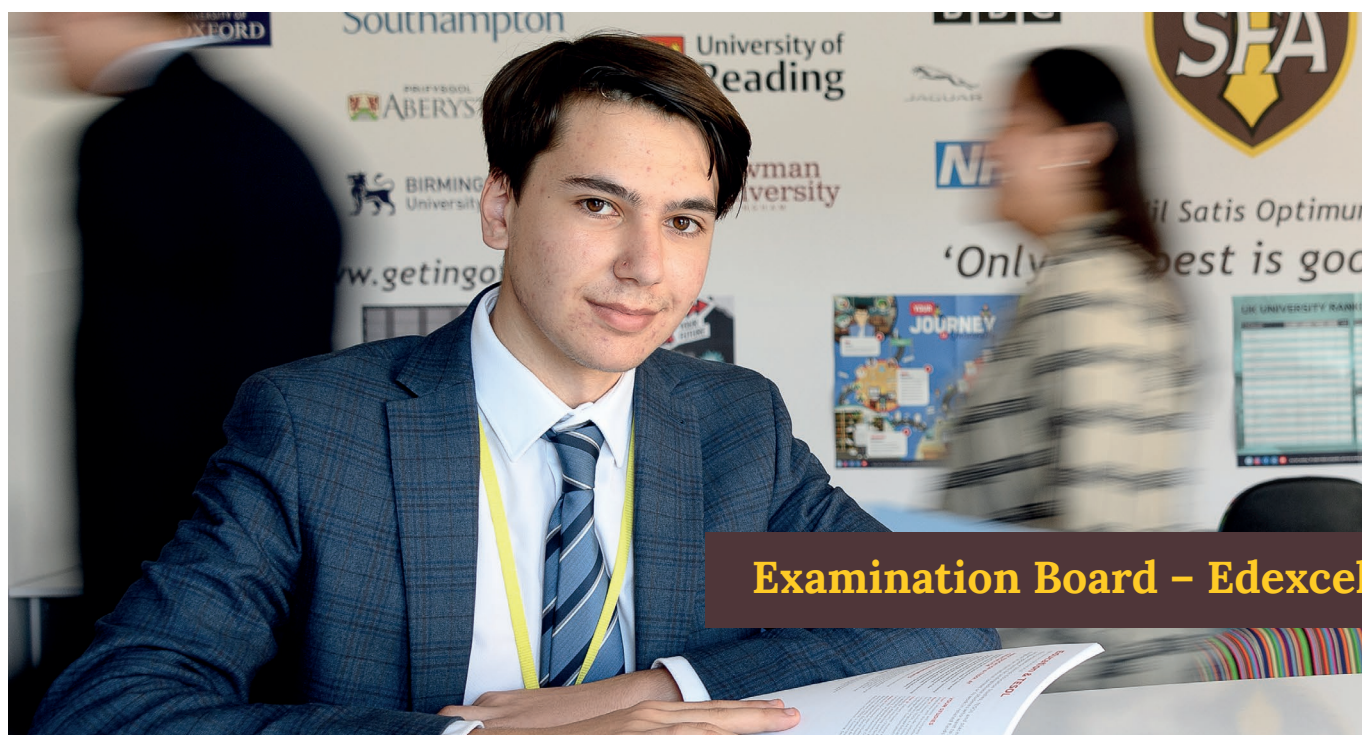
Past Business 'A' Level, students have chosen a wide variety of career paths including:

### University degree in:

- Business
- Accounting and Finance
- Fashion and Business
- Computing
- Construction
- Sports Management.

### Apprenticeships:

- Accountancy
- Business Management
- Engineering Management
- Construction Management
- Sales
- Marketing Management.



**Examination Board – Edexcel**

# Computer Science A Level

## 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:

In this unit we look at the internal workings of the computer, data exchange, software development, data types and legal and ethical issues.

## Component 02: Algorithms and programming:

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.

## Component 03: Programming project:

This unit is a practical programming project. Students are required to 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.

## Assessment:

- Component 01: Worth 40%. Assessed by a 2.5 hour written exam
- Component 02: Worth 40%. Assessed by a 2.5 hour written exam
- Component 03: Coursework. Worth 20%.

## 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 who enjoy Computer Science can go on to pursue careers in Software Development & Engineering, Cyber Security, Games Design, Networking. Careers can be developed through further study at University or through a more hands-on degree level Apprenticeship. As ICT and Computer Sciences are rapidly developing, the future opportunities are endless but will include upcoming areas such as Artificial Intelligence and Automated Driver Systems.

**Examination Board – OCR**



# Criminology

## Level 3 Applied

## Diploma

### General course information:

**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.

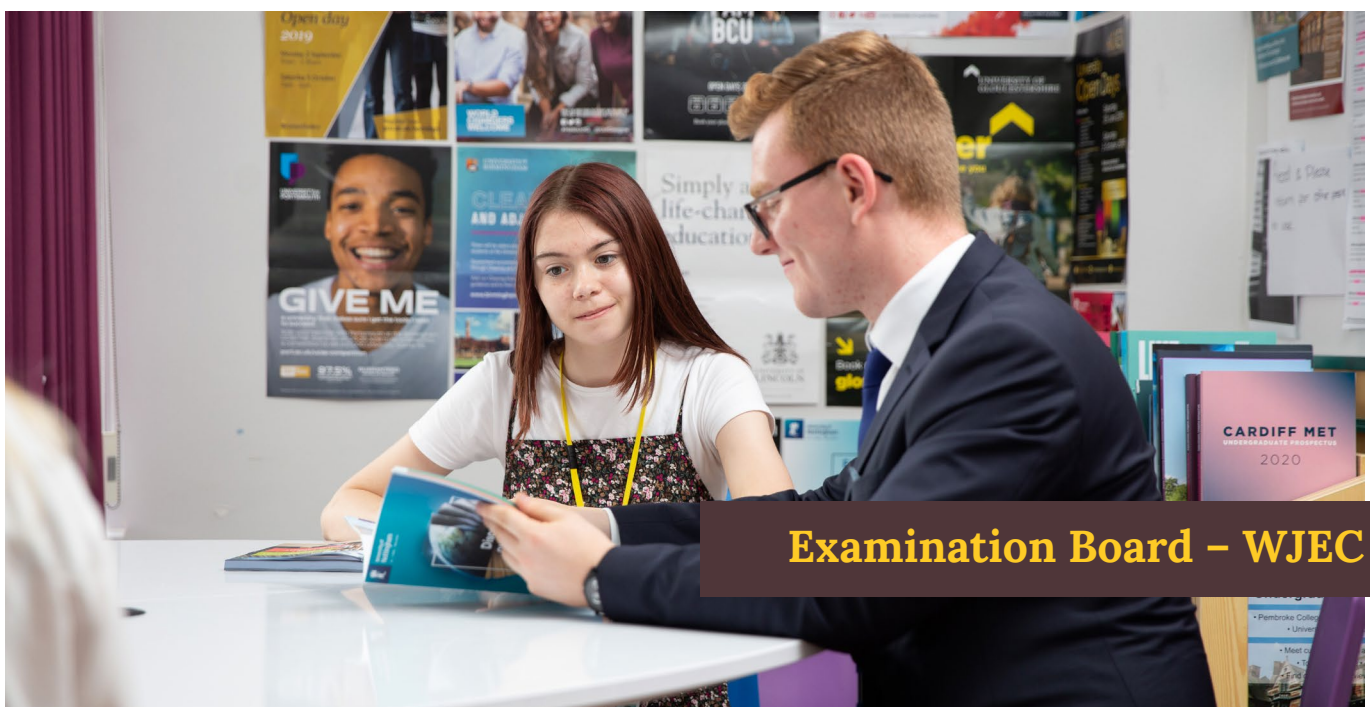
**Unit 4:** Crime and Punishment – the students will explore the forms of punishment for crime, difficulties of sentencing and why they vary. They will also focus on the mitigating factors, the role of agencies in social control and the effectiveness of formal punishments.

### Assessment:

- Units 1 and 3 - these units are internally assessed through a controlled assessment being completed
- Units 2 and 4 - these units are externally assessed through an 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.



**Examination Board – WJEC**



# Design Engineering A Level

## General course description & assessment:

Students studying A Level Design Engineering 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 25% 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 (25% of examination) and it is expected that they have achieved a minimum of a grade 5 at GCSE.

The 'unseen challenge' is worth 25% of the total A Level and requires students to complete a 2 hours and 30 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 (university or degree level apprenticeships) are:

- Electronic Engineering
- Mechanical Engineering
- Civil Engineering
- Education
- Automotive and Aerospace Engineering
- Architecture.

**Examination Board – OCR**



# English Literature

## A Level

### 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 Rime of the Ancient Mariner' by Coleridge, '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 2 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 examination
- 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.



**Examination Board –  
AQA Specification B**



# English Language & Literature A Level

## General course description:

### Paper 1: Telling Stories

The aim of this part of the specification is to allow students to learn about how and why narratives of different kinds are told. The term 'telling' reflects the twin aspects of how stories are told, and why stories are 'telling', or valuable, within societies.

#### Paper 1 Section A: Remembered Places

Students study the AQA Anthology: Paris. The anthology includes a wide range of text types with a particular emphasis on non-fiction and non-literary material.

#### Paper 1 Section B: Imagined Worlds

Students explore the imagined worlds of texts which are characterised by unusual narratives, narrators and events. The set text is a study of 'The Lovely Bones' by Alice Sebold.

#### Paper 1 Section C: Poetic Voices

Students study collected poems of Carol Ann Duffy within the AQA Poetic Voices Anthology, exploring the nature and function of poetic voice in the telling of events and the presentation of people.

### Paper 2: Exploring Conflict

This part of the specification focuses on how language choices help to construct ideas of conflict between people, and between people and their societies.

#### Paper 2 Section A: Writing about Society

Students study 'The Great Gatsby' by F. Scott Fitzgerald focusing on how writers use situations of conflict to express ideas about societies and their values. In addition, students develop the skills to adapt and shape the original material (the base text) to respond to different re-creative tasks.

#### Paper 2 Section A: Critical commentary

Drawing on their studies in 'Writing about Society', students learn how to write a critical commentary to evaluate their writing. They explain their own language choices and analyse their intentions in reshaping the writer's original material.

#### Paper 2 Section B: Dramatic Encounters

Students study 'A Streetcar Named Desire' by Tennessee Williams analysing the ways that conflicts are presented in drama.

### NEA: Making Connections

This part of the specification focuses on language use in different types of text and requires students to make active connections between a literary text and some non-literary material. The connections are based either on a chosen theme or on the idea that particular linguistic strategies and features may occur in the different types of material. Students produce an investigation of 2500-3000 words.

### Assessment:

- Telling Stories 1x 3 hour examination
- Exploring Conflict 1x 2 hours 30 mins examination
- Making Connections: 1 NEA piece of 2500 - 3000 words.

### Career pathways:

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

**Examination Board – AQA**



# French A Level

## Entrance requirements:

Students must have taken the Higher Tier paper at GCSE (Grade 5 or above)

## 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



**Examination Board – OCR**

# Further Mathematics A Level

## Entrance requirements:

Students must be taking A Level Maths. Minimum GCSE Grade 8.

## 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 pathway:

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.

**Examination Board – Edexcel**



# Geography A Level

## General course description:

### Component 1: Physical Geography

Section A: Water and Carbon Cycles

Section B: Coastal Systems and Landscapes

Section C: Hazards

### Component 2: Human Geography

Section A: Global Systems and Global Governance

Section B: Changing Places

Section C: Contemporary Urban Environments

### Component 3: 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:

Components 1 and 2 have two separate examinations each lasting 2.5 hours. They are each worth 40% of the overall grade. Component 3 is assessed via a written report with a word limit of 4000 words. It is worth 20% of the final grade.

## Career pathway:

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

## FAQ's:

### Do I need to have studied Geography at GCSE?

Not necessarily. This will be discussed individually but a high grade at GCSE Maths, English and Science would be needed.

### Is geography regarded as a Science when looking at University courses?

UCAS says...Yes "Our preferred science subjects are Biology, Chemistry, Physics or Maths, but Geography is also regarded as a science or a science-related subject."

For example, if a course such as Medicine requires Chemistry and Biology plus one other science based subject, geography would count.

**Examination Board – AQA**



# Graphic Communication A Level

## General course description & assessment:

Students studying A Level Graphic Communication are required to complete two components, the '**Personal Investigation**' and the '**Externally Set Task**'.

The '**Personal Investigation**' is a practical portfolio with supporting contextual research in which learners are expected to develop a personal response based on the centre-set or learner-set theme leading to a finished realisation(s) or outcome(s). It is worth 60% of the total A Level and will require learners to produce two elements:

- (i) a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre
- (ii) a related study: an extended response of a guided minimum of 1000 words.

The '**Externally Set Task**' is worth 40% of the total A Level and will require learners to undertake a 15 hour supervised design task. The paper will give learners a choice of seven themes, each with a choice of written and/or visual starting points, briefs or stimuli. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response for assessment. There is no written examination for this course.

## Assessment:

A01 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding (25%)

A02 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops (25%)

A03 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress (25%)

A04 – Present a personal and meaningful response that realises intentions and, where appropriate, make connections between visual and other elements (25%)



## Further study:

- Foundation Studies to experience different aspects of Art and Design at a college or university. This would then be followed by entry onto degree course.
- Direct entry onto degree course.

## Career pathways:

- Graphic Designer
- Architect
- Marketing & Advertising specialist
- Creative/Art Designer
- Layout Artist
- Brand Identity Designer
- Typographer
- Flash Media Designer
- Illustrator
- Web Designer
- Photo Editor/Photoshop Artist
- Multimedia Designer
- Interior & Exhibition design.

**Examination Board – OCR**

# Health and Social Care

## BTEC National Extended Certificate

### General course description & assessment:

#### Year One:

Unit 1- examined unit - Human Lifespan Development  
Unit 5 - internally assessed - Meeting Individual Care and Support Needs

#### Year Two:

Unit 2 examined unit - Working in Health and Social Care  
Unit 11- internally assessed - Psychological Perspectives

### Examination results/success:

- 88% achieved a grade A-A\* (2021)
- 100% achieved A-C grade.

### 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



**Examination Board – Pearson**



# History A Level



## 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 careers ranging from further academic research in History to a wide range of jobs from teaching to careers in industry.

**Examination Board – OCR**



# Information Technology (IT)

## BTEC National Extended Certificate

### General course description & assessment:

This course is taught across 2 years with 2 modules completed each year, 1 externally assessed and 1 internally assessed. 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 to ensure that data is kept secure and relevant legislation keeps us safe. This is externally assessed through a written examination worth 40% of the final grade.

#### Unit 2 Creating Systems to Manage Information

This unit will see you develop practical skills in databases. You will learn about how and why data is stored. Microsoft Access is used to design, build and interrogate databases. This unit is externally assessed through a practical examination and is worth 20% of the final grade.

#### Unit 3 Using Social Media in Business

In this unit you will look at the current Social Media platforms and learn about the features and benefits of each. You will begin to see how they can be used to benefit businesses but also what the pitfalls are. Your knowledge will be used to build a Social Media campaign for a local business. This unit is internally assessed through a portfolio of tasks which are worth 20% of the final grade.

#### Unit 4 Data Modelling

This unit looks at how modelling software can be used to solve problems. You will learn about how effective decision making can help to make business and individuals more successful. You will learn skills in formulae, functions and charts in Excel. You will design and build a data model to solve a specific problem and interrogate the model to make recommendations. This unit is internally assessed through a portfolio and is worth 20% of the final grade.

### Career pathways:

This course leads to valuable employability skills in IT. The problem-solving skills that you develop would support any future pathway. The Social Media in Business would be beneficial for students who are interested in Business, Management or Social Media careers. These could be pursued through University study or through Apprenticeships. Our past BTEC IT students who have gone on to pursue careers in Computing, IT, Fashion, Game Design, Networking, and Engineering through degrees and apprenticeships.



**Examination Board – BTEC**

# Law (Applied)

## BTEC National Extended Certificate

### 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
- 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.

**Examination Board – Edexcel**



# Mathematics

## A Level



### Course entry requirements:

An upper grade 6 at GCSE Maths (this will be determined by grade boundaries on results day – to be classified as an upper grade 6 the boundary will be set as over half way between a grade 6 and 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.

**Examination Board – Edexcel**



# Media Studies A Level



## 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 are communicated. 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 over-arching (annually changing) theme worth 72 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.

**Examination Board – AQA**



# Music Technology

## A Level

### Course entry requirements

Grade 4 on a musical instrument and GCSE Music.

### General course description:

A Level Music technology has a clear emphasis on music technology, without the emphasis on music theory and performance - the course contains the practical and theoretical elements of music technology which motivates students and reduced the emphasis on music theory and the barriers of performing live.

The qualification has practical content which students love - it's important that the content is relevant to students and for them to see the practical application in everyday life.

#### Component 1: Recording

- One recording, chosen from a list of 10 songs provided by Pearson, consisting of a minimum of five compulsory instruments and two additional instruments, released on EdExcel website
- Keyboard tracks may be sequenced / Total time must be between 3 minutes and 3.5 minutes.

#### Component 2: Technology-based composition

- One technology-based composition chosen from three briefs set by Pearson
- Synthesis and sampling / audio manipulation and creative effects use must be included.

#### Component 3: Listening and analysing

- Knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar commercial recordings supplied by the exam board
- Principles of sound and audio technology
- The development of recording and production technology included.

#### Component 4: Producing and analysing

- Knowledge and understanding of editing, mixing and production techniques
- Recording and production techniques for both corrective and creative purposes
- Principles of sound and audio technology.

### Assessment:

- **Component 1 Recording:** Non-examined assessment, externally assessed, 20% of the qualification
- **Component 2 Technology-based composition:** Non-examined assessment, externally assessed, 20% of the qualification
- **Component 3 Appraising:** Written examination, 2 hours, 40% of the qualification
- **Component 4 Producing and analysing:** Written/practical examination, 2 hours 15 minutes, 35% of the qualification.

### Career pathways:

- Studio Engineer
- Music Producer
- Live Sound Engineer
- Sound Engineer
- Studio Manager
- School music teacher
- Music Journalist
- Record Producer.

**Examination Board – Edexcel**



# 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 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%.

**Examination Board –  
Pearson Edexcel**



# Philosophy and Ethics A Level

## General course description:

The content has been designed to provide a coherent and thought provoking programme of study for both teachers and learners, whilst also acting as a rigorous course of study which prepares learners for progression to Higher Education.

This qualification is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas.

## Units:

### Philosophy of Religion (01)

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of god
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of god
- Issues in religious language.

### Religion and Ethics (02)

- Normative ethical theories
- The application of ethical theory to two contemporary issues of importance
- Ethical language and thought
- Debates surrounding the significant idea of conscience
- Sexual ethics and the influence on ethical thought of developments in religious beliefs.

### Development in Religious Thoughts Christianity (03)

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

## Assessment:

100% examination

## Career pathways:

The Association of Graduate Careers Advisory Service and employers believe that graduates in Religious Studies, Philosophy and Theology are prepared for the following careers: Broadcast, film, video and interactive media sector, Education sector, Financial services sector, Legal sector, Politics, Social care sector, Voluntary sector, Social work and more. The Russell Group of top universities has made it clear that Religious Studies A Level provides 'suitable preparation for University generally'.



**Examination Board – AQA**

# Photography

## A Level

### General course description:

Students studying A Level Graphic Communication are required to complete two components, the 'Personal Investigation' and the 'Externally Set Task'.

The 'Personal Investigation' is a practical portfolio with supporting contextual research in which learners are expected to develop a personal response based on the centre-set or learner-set theme leading to a finished realisation(s) or outcome(s). It is worth 60% of the total A Level and will require learners to produce two elements:

- (i) a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre
- (ii) a related study: an extended response of a guided minimum of 1000 words.

The 'Externally Set Task' is worth 40% of the total A Level and will require learners to undertake a 15 hour supervised design task. The paper will give learners a choice of seven themes, each with a choice of written and/or visual starting points, briefs or stimuli. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response for assessment. It is worth considering that there is no written examination for this course!

### Assessment:

- A01** – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding (25%)
- A02** – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops (25%)
- A03** – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress (25%)
- A04** – Present a personal and meaningful response that realises intentions and, where appropriate, make connections between visual and other elements (25%)

### Further study:

- Foundation Studies to experience different aspects of Art and Design at a college or university. This would then be followed by entry onto degree course.
- Direct entry onto degree course.

### Career pathways:

- Photographer, Press photographer, Photojournalist
- Advertising art director
- Film/video editor, Multi-Media specialist, Computer Animation & Film, Television camera operator
- Graphic designer, Web designer, Interior & Exhibition Design
- Magazine features editor
- Digital marketer.



**Examination Board – OCR**



# Product Design A Level

## 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 25% 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 25% of the total A Level and requires students to complete a 2 hours and 30 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 and further study:

- Automotive design
- Furniture design
- Education
- Architecture
- 3D Design Product and Industrial Design.

**Examination Board – OCR**

# Psychology

## A Level

### General course description:

**Unit 1** Introductory topics in psychology: Social Influence, memory, attachments and psychopathology.

**Unit 2** Psychology in context: Approaches, biopsychology, and research methods.

**Unit 3** Issues and options in psychology: Issues and debates, relationships, aggression and schizophrenia

### Assessment:

The A Level psychology course is 100% written examination.

Paper 1: Introductory topics in psychology, written examination 2 hours, 96 marks in total, 33.3% of A Level questions.

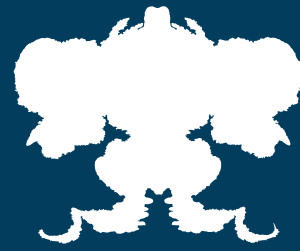
Paper 2: Psychology in context, written examination 2 hours, 96 marks in total, 33.3% of A Level questions.

Paper 3: Issues and options in psychology written exam 2 hours, 96 marks in total, 33.3% of A Level Questions.

### Career pathways and further study:

Psychology is the scientific study of human mind, brain and behaviour. You can study psychology and psychology related degrees at university. Psychology classifies as a science based subject for nursing courses. It is an excellent link to any career involving human and non-human animals. Due to the multi-disciplinary nature of psychology, future prospects are extensive as the list below indicates:

- Clinical Psychology
- Counselling Psychology
- Educational Psychology
- Forensic Psychology
- Health Psychology
- Occupational Psychology
- Sport and Exercise Psychology
- Teaching and Research
- Advertising/marketing/sales
- Police/detective
- Social work
- Midwifery and nursing
- Marketing.



**Examination Board – OCR**



# Applied Science

## BTEC National Extended Certificate

### General course description:

Module 1: Principles and Applications of Science.

Module 2: Practical Scientific Procedures and Techniques.

Module 3: Science Investigation Skills.

Module 4: Physiology of Human body systems.

### Career pathways:

This course can be very useful for those looking at laboratory work and industrial science or if you wish to continue to higher education and studies such as Biomedical science and Nursing.

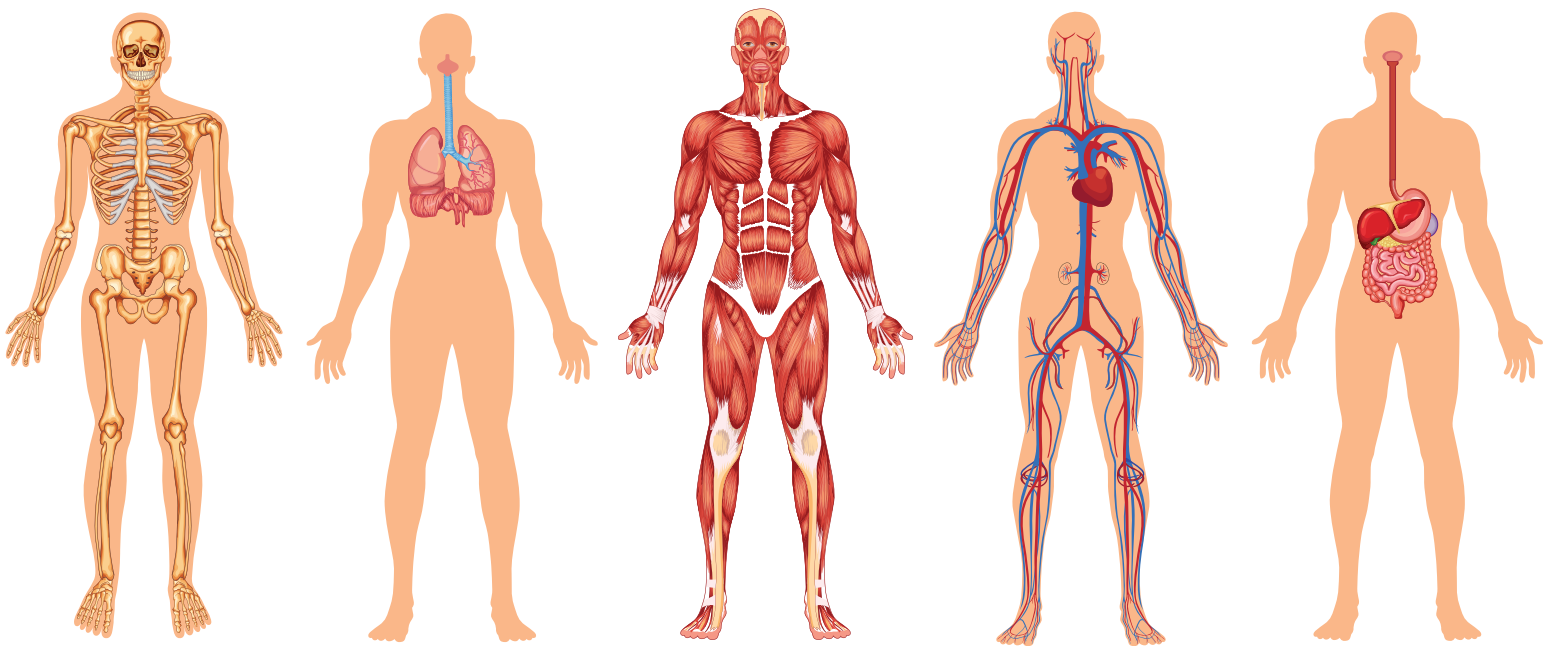
### Assessment:

Module 1: Externally assessed Exam (25%).

Module 2: Internally assessed assignment (25%).

Module 3: Externally assessed practical examination (33%).

Module 4: Internally assessed assignment (17%).



**Examination Board –  
Pearson BTEC**





# Science: Biology

## A Level

### Entry requirements:

- 6, 6 in Combined Science
- 6 Triple Science Biology.

### 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, homoeostasis and energy.

Module 6 – Genetics, evolution and ecosystems.

**Required practicals in each of the topics.**

### Assessment:

Three externally examined assessments at the end of Year 13.

### Career pathways and further study:

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

**Examination Board – OCR**



# Science: Chemistry

## A Level

### Entry requirements:

- 6, 6 in Combined Science
- 6 Triple Science Chemistry.

### 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 practicals for all these modules.**

### Assessment:

Three externally examined assessments at the end of Year 13.

### Career pathways and further study:

- 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.

**Examination Board – OCR**

# Science: Physics

## A Level

### Entry requirements:

- 6, 6 in Combined Science
- 6 Triple Science Physics.

### 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 practicals for all these modules.**

### Assessment:

Three externally examined assessments at the end of Year 13.

### Career pathways and further study:

- 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.

**Examination Board – OCR**



# Sociology

## A Level

### 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 media 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 and further study:

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.

**Examination Board – WJEC**



Only the  
**best**  
is good  
*enough*



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