



St Joseph's College



Sixth Form Prospectus 2020 - 2021

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Director of Sixth Form: Dr K Woodburn

St. Joseph's College is a voluntary aided Roman Catholic comprehensive school. It was founded by the De La Salle Brothers in 1855 and has been on its present site since 1903.

There are students of many denominations in the sixth form and Religious Education, encompassing a range of faiths, is delivered through the Sixth Form Pastoral Curriculum. As a college we recognise that a very young person is different and we all have our own dreams and aspirations for our future. As such, we offer a broad curriculum that ranges from BTEC Level 3 qualifications through to Advanced Level AS and A Level courses.

In addition to specialist areas for all the main subjects, the College also has a gymnasium, Fitness centre, a Futsal sports hall and swimming pool. Playing fields are a few minutes' walk away and the Sixth Form has a large bespoke study centre, computer zone and an internet-enabled coffee shop on-site.

There is regular consultation with parents through reports, formal meetings and individual contact between staff and parents. Sixth form students are expected to conform to the College dress code, details of which are published later in this document and on our website.



ORGANISATION OF THE SIXTH FORM

The St. Joseph's College Sixth Form offers a wide range of educational pathways which are individually devised. Emphasis is placed on the needs of the individual and programmes of study are negotiated between the Sixth Form Leadership team and the individual.

Subject-specific details are found within the individual descriptions inside this document. Sixth Form subjects and option schemes are reviewed annually and are considered in light of the demand from students and the availability of the staff.

At the start of Year 12 each student is assigned a Pastoral Leader with whom they meet on a regular basis. Pastoral Leaders will track, monitor and support their students, providing guidance and assisting students with their academic/vocational studies and their future career aspirations. The Pastoral Leaders are also responsible for delivering the 'Pastoral Curriculum'

Every student at St. Joseph's College will study a compulsory 'Pastoral Curriculum', which includes Personal, Religious, Ethical and Social studies (PRESS) and a tutorial programme consisting of UCAS and Unifrog preparation, University Visit Days and Higher Education workshops, and further 'Life Skills' activities (such as First Aid, Team Building, Student Finance etc.). Full details of the pastoral curriculum on offer to each student can be found on page 6.



Director of Sixth Form: Dr K Woodburn

In order to support students with access to higher education pathways, we have a seven-point UCAS preparation program which promotes participation in:

1. Student Leadership teams (current team detailed overleaf)
2. Sixth Form Student Union (current members detailed overleaf)
3. Extra-curricular clubs or sports teams during timetabled enrichment sessions every Wednesday
4. Integrated learning support with the lower school pupils and peer Mentoring
5. Links and service within the community
6. A work experience program in July
7. The Extended Project Qualification (EPQ).

There are many more social and fund-raising events, which all help to provide pleasure, entertainment and valuable support within the school. When students leave they are encouraged to join the Old Josephian's Association (popularly known as the 49 Club), an organisation which offers support for the College and provides extensive sporting activities.

We believe that, as a College, we are able to offer an excellent learning and enrichment experience, which we hope you are able to participate in.

IMPORTANT DATES

2019

Tue, 15th October	6 th Form Open Evening
Thu, 17th October	6 th Form Taster Lessons for Internal Applicants
Fri, 8th November	Application deadline for Internal Applicants

2020

Fri, 24th January	Application deadline for External Applicants
Sat, 25th January	Internal Interviews (8:30 – 13:30)
Mon, 3rd February	External Interviews (15:30 – 17:30)
Mon, 11th May	GCSE Exams start
Fri, 26th June	GCSE Exams finish
Thu, 20th August	GCSE Results day & 2019 Enrolment day
Fri, 21st August	2020 Enrolment day
Tue, 25th August	2020 Enrolment day
Wed, 2nd September	2020 Academic start date

Pastoral Curriculum

Additional opportunities, University visits and Pastoral Development

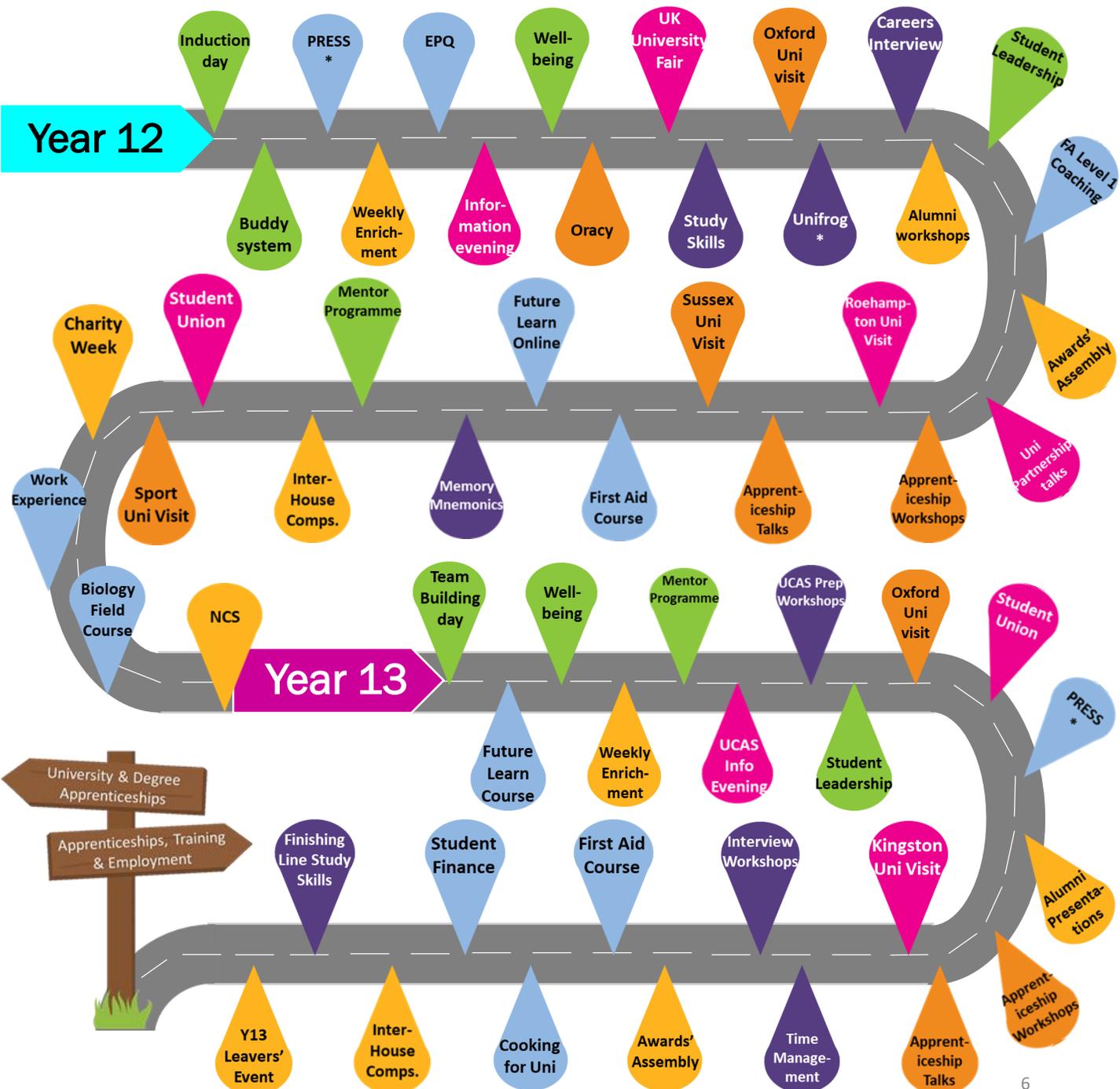


Director of Sixth Form: Dr K Woodburn

Careers Advisor: Ms Cashmore

St Joseph's College Sixth Form *Nurturing Aspirations*

In the Sixth Form we pride ourselves on the pastoral guidance and support we give to our students to enable them to acquire the skills and experiences to succeed throughout and beyond their A-level and Vocational Level 3 studies. Below is an outline of the additional experiences students at St Joseph's College are involved in throughout years 12 and 13, empowering them to become independent, confident and aspiring young individuals.





Primary contact(s): Mr Arthur

Academic year: 2019-2020

STUDENT LEADERSHIP STRUCTURE



Head Boy
Dane
Denis Nowak



Head Girl
Grange
Reah Sample-Bostwick



Deputy Head Boy
Hill
Artur Mijewski



Deputy Head Girl
Dane
Shontae Davis



House Captain
Beulah
Dylan
Quintero Reinosa



House Captain
Hill
Jose
Solis



House Captain
Dane
Charles
Adu



House Captain
Brooklands
Javid
Gaffar



House Captain
Grange
Davina
Nyame



House Captain
Netherton
Hamza
Ahmed



Vice Captain
Beulah
Emmanuel
Okafor



Vice Captain
Hill
Fraz
Khan



Vice Captain
Dane
Muntazir
Budhwani



Vice Captain
Brooklands
Christian
Caesar



Vice Captain
Grange
Daryl
Bukenya



Vice Captain
Netherton
Tariq
Berkane



Senior Prefect
Beulah
Blake
Vinluan



Senior Prefect
Hill
Orion
Jackson-Rose



Senior Prefect
Dane
Dylan
Sangha



Senior Prefect
Brooklands
TBC



Senior Prefect
Grange
Abel
Mihretab



Senior Prefect
Netherton
Joshua
Damson

STUDENT UNION STRUCTURE *(Voted by students for students)*

Vice Presidents

Community Officer



Zain Mahmood



Davina Nyame & Daniel Nyarko

Welfare Officer



Zante Johnson Hylton

Uniform Officer



Nathaniel Boakye

President



Reah Sample-Bostwick

Education Officer



Shontae Davis

Media Officer



Ali Berkani

Events Officer



Shola Akinsowon

Sports Officer



Ali Khalique

2019 Examination Results

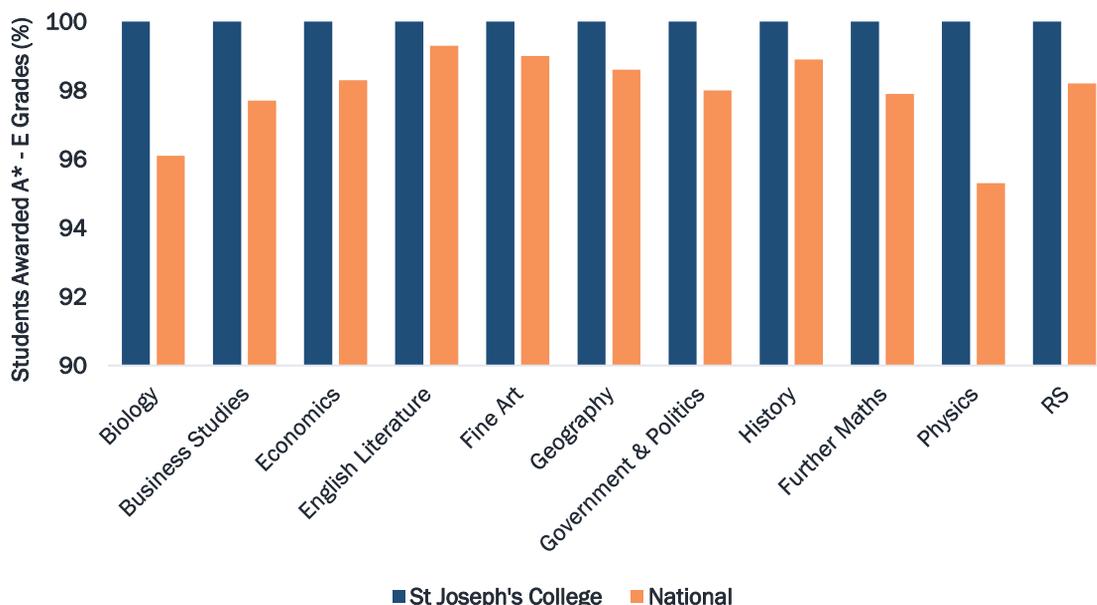
A-Level



Director of Sixth Form: Dr K Woodburn

COMPARISON OF A-LEVEL A* - E GRADES WITH NATIONAL DATA

The percentage of students securing a pass (grades A*-E) at A-level in each subject was compared between St Joseph's College and the National results. Across 75 % of our A-level subjects, the percentage of students securing A*-E grades exceeded the national average.



LEVEL 3 VOCATIONAL GRADES

All students at St Joseph's College studying National Extended Diplomas (equivalent to three A-levels) secured high-level grades (in excess of Distinction, Disinction, Merit (DDM)), allowing them access to a wide range of University and Higher Education courses.

Level 3 Extended Diploma Grading	2019 Results (%)
D*D*D*	5
D*D*D* - D*D*D	16
D*D*D* - D*DD	32
D*D*D* - DDD	79
D*D*D* - DDM	100

NOTABLE HIGHLIGHTS



A* - Chemistry
A* - Further maths
A* - Maths
A* - Physics

Destination:
University of
Cambridge



D*D*D*
Extended Diploma
in Sport Science

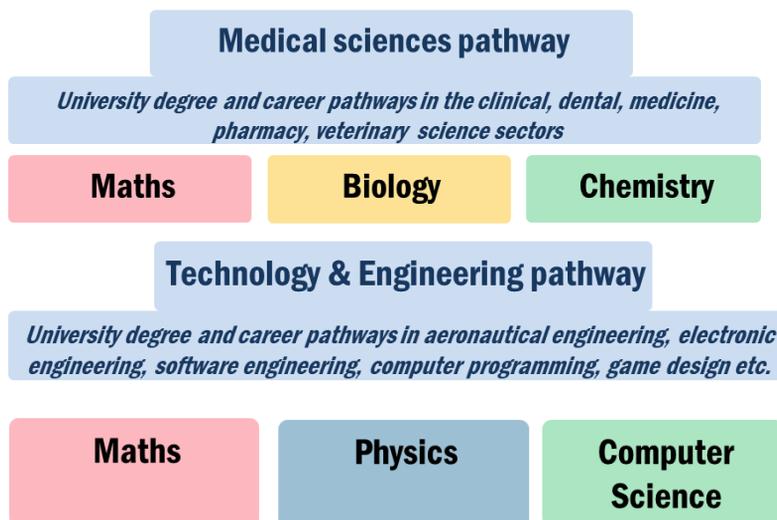
Destination:
York University

SUBJECT SELECTION AT POST-16

At post-16, students have the option to select from a range of A-level and Level 3 vocational subjects, including extended diplomas. With the advent of the new linear A-levels, **students entering the sixth form can choose a maximum of either four A-level subjects, three/two A-levels with a single diploma, one A-level with a double or extended diploma or one extended diploma.** As such, using the table below, students can choose one subject from each block (A-E) up to a maximum of four.

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E
<ul style="list-style-type: none"> • Art/Photography • Engineering (Option C also) • Further Maths • Maths • Performing Arts • Psychology 	<ul style="list-style-type: none"> • Applied Science • Biology • Business • Creative Digital Media Production • Drama & Theatre • Maths • Philosophy & Ethics • Politics 	<ul style="list-style-type: none"> • Design & Technology • Economics • Engineering (Option A also) • Geography • Health & Social Care • Mandarin • Maths • Spanish 	<ul style="list-style-type: none"> • Applied Business • English • Music • Music Performance • Physics 	<ul style="list-style-type: none"> • Chemistry • Computer Science • History • Single ICT • Sport Science
National Extended Diploma in Performing Arts		National Extended Diploma in Sport Science		
			ICT Practitioners (3x A-Levels)	

The option blocks above are designed to facilitate students with their subject selection, guiding students towards combinations of subjects that lead to a variety of career pathways. For example:



However, please be advised that these blocks are only provisional and can be adapted in some instances where subject clashes occur; allowing students the flexibility to create their own pathway.

In addition to their chosen subjects, students can also take part in the Extended Project Qualification in year 12 or year 13 as part of their weekly enrichment programme (p41).

When not in timetabled subject lessons, students are timetabled for a block of supervised study sessions. These sessions take place in the Sixth Form study area under the supervision of qualified teachers and are compulsory for all students enrolled at St Joseph's College.

Subject Entry Requirements - Overview

Please refer to the individual subject pages for full details of the courses offered and their specific entry requirements



	Minimum of 5x 9-4 grades (grade A*-C) at GCSE	Minimum of a grade 5 / grade C / Pass in the chosen subject	Minimum of a grade 6 / grade B / Merit in the chosen subject	Will consider entry based on portfolio work if no GCSE equivalent	Minimum of a grade 6 in English	Minimum of a grade 6 in Maths	Minimum of a grade 7 in Maths	Will accept a grade 6/B in another humanities/literacy subject if no GCSE in this subject
Applied Science	●	●						
Biology	●		●		●	●		
Business	●		●					
Chemistry	●		●		●	●		
Computer Science	●		●			●		
Creative Digital Media Production	●							
Design and Technology	●	●						
Economics	●				●	●		
Engineering (Extended Diploma)	●							
English Literature	●				●			
Fine Art			●	●				
Geography	●		●		●			
Health & Social Care	●							
History	●		●		●			
ICT Extended Diploma (Single & Triple)	●	●						
Mandarin			●					
Mathematics	●		●			●		
Mathematics with Further Maths	●						●	
Music / Music Performance			●	●				
Philosophy and Ethics	●		●		●			●
Photography			●	●				
Physics	●		●		●	●		
Politics	●				●			●
Psychology	●				●	●		
Spanish	●		●					
Sport Science (Single & Triple)	●	●						

Subject Teacher(s): Ms Stephen, Ms Coulson, Dr Davies

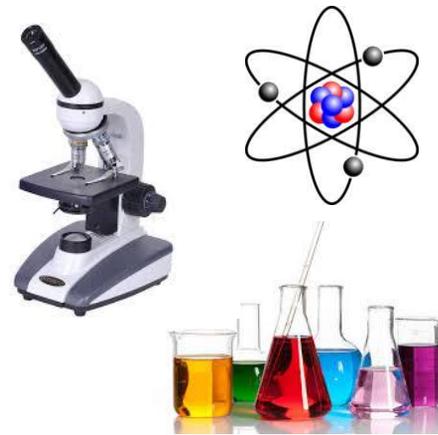
Exam Board: edexcel

SUBJECT OVERVIEW

BTEC Applied Science is an excellent course for those who wish to pursue a career in a variety of scientific fields including Biomedical Science. The course covers Biology, Chemistry, Physics and some Mathematics, with an additional unit in the field of Biology.

This course is designed for students who wish to progress to university or alternatively seek an apprenticeship or go directly into employment.

The BTEC Applied Science course is equivalent to one A-level and is designed to be studied over two years.

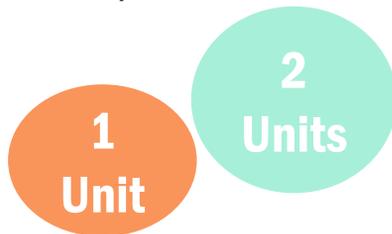


TOPICS/UNITS/MODULES

The course consists of 3 separate units, which will be tested through a combination of internally marked assignments, tasks set and marked externally, and written assessments set and marked externally.

The units which will be covered are Principles and Application of Science, Practical Scientific Procedures and Techniques and finally Biological Molecules and Metabolic Pathways. One unit will be examined and externally marked. The other two units will be coursework marked by the teachers and checked by the exam board.

EXAMINATION/ASSESSMENT



-  Coursework units marked by teachers and then moderated by the exam board.
-  The exam unit will be externally marked with two attempts allowed by the exam board.

ENTRY REQUIREMENTS

5x 9-4
(or A*-C) across four subjects

5-5+ in
Combined
Science (if
studied)

5+ in GCSE
Science,
Maths and
English

SUBJECT OVERVIEW

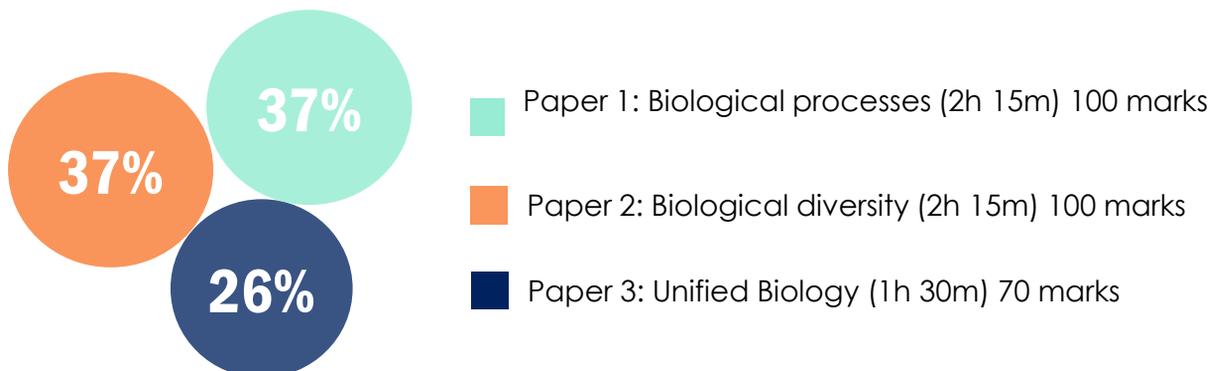
Biology is a popular subject choice at A-level and can set you up for a Biology-related degree with career prospects in areas such as Medicine and Clinical Science, Dentistry, Biochemistry, Physiotherapy, Veterinary Medicine, Microbiology, Biomedical Sciences, Forensic Science, laboratory research, scientific journalism, Sports Science, Food Safety Control and Development, and field and conservation work. Biology is also a prerequisite subject for degrees such as Medicine, dentistry, veterinary sciences and pharmacology. A level Biology as a subject is highly valued by universities and thus is one of the facilitating subjects that strengthen your chances of being admitted to top universities.

Biology students demonstrate advanced skills in maths, such as the ability to analyse and explain complex trends in data, and English, including the ability to be able to read and interpret scientific text. Biology complements all subject disciplines at A-level, particularly Maths, Physics and Chemistry.

TOPICS/UNITS/MODULES

1. Development of practical skills
2. Foundations in Biology
3. Exchange and transport
4. Biodiversity, evolution and diseases
5. Communication, homeostasis and energy
6. Genetics, evolution and ecosystems

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in GCSE Biology (if studied)

6-6+ in Combined Science (if studied)

6+ in GCSE Maths and English

SUBJECT OVERVIEW

By studying A Level Business, students will develop an enthusiasm for studying business while gaining a holistic understanding of business in a range of contexts. They will learn how to develop a critical understanding of organisations and their ability to meet society's needs and wants.

Students will generate enterprising and creative approaches to business opportunities, problems and issues. Students become aware of the ethical dilemmas and responsibilities faced by organisations and individuals and acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis.

TOPICS/UNITS/MODULES

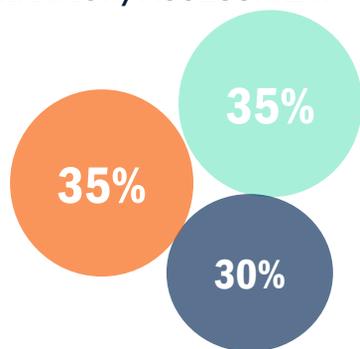
Theme 1: Marketing and People

Theme 3: Business Decisions and Strategy

Theme 2: Managing Business Activities

Theme 4: Global Business

EXAMINATION/ASSESSMENT



-  Paper 1: Marketing, People and Global Business (2 hours)
-  Paper 2: Business Activities, Decisions and Strategy (2 hours)
-  Paper 3: Investigating Business in a Competitive Environment (2 hours)

ENTRY REQUIREMENTS

5x 9-4

(or A*-C) across four subjects including maths and English

6+

in GCSE Business (if studied)

SUBJECT OVERVIEW

The Pearson BTEC Level 3 National certificate in Enterprise and Entrepreneurship is designed for learners aged 16-19 who wish to know how to start up a business or social enterprise. The units designed for this course have been selected to reflect the essential components of starting and running a business. Optional units provide choice for specialisms in areas that will augment learners of understanding of enterprise. The qualification has been designed to enable learners to start up a social enterprise instead of a profit making business, should this be their preference.

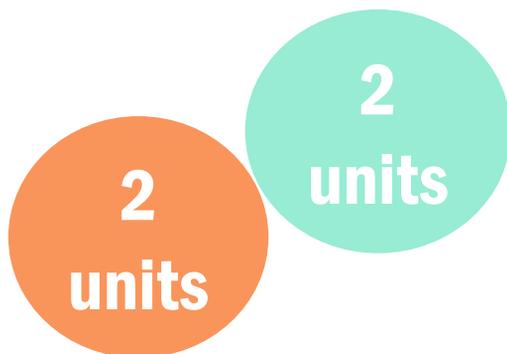


TOPICS/UNITS/MODULES

- Unit 1 Enterprise and Entrepreneurs
- Unit 2 Developing a marketing campaign
- Unit 3 Personal and Business Finance

Learners will be taught in their final year an optional unit, either unit 7 Social Enterprise or Unit 8 Entrepreneurship and Intrapreneurship in Practice. Learners will need to complete the optional unit in order to complete and be awarded the full extended certificate qualification.

EXAMINATION/ASSESSMENT



Coursework units marked by teachers and then moderated by the exam board.

Learners will be undertake two external assessments in the first year: Unit 2 Developing a Marketing Campaign (Controlled assessment) and Unit 3 Personal and Business Finance (2 hr exam- 100 marks)

ENTRY REQUIREMENTS

5x 9-4

(or A*-C) across four subjects

SUBJECT OVERVIEW

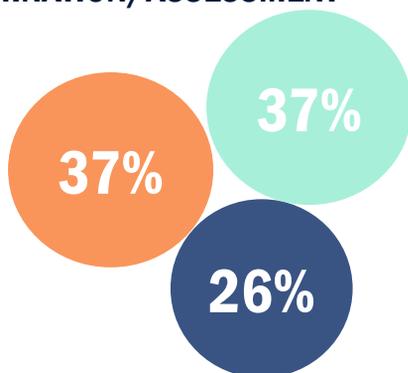
Chemistry is the study of matter, its properties and how it interacts with energy. Chemistry can lead to many career paths from chemical engineering, forensics and toxicology to biochemistry and research. It is also a prerequisite for degrees such as medicine, dentistry, veterinary sciences and pharmacology. Chemistry is viewed very favourably by top universities and employers and so it is very advantageous even if you decide not to follow a chemistry related degree.

The A level chemistry course delves deeper into many of the topics covered in GCSE such as bonding, organic molecules and trends in the periodic table, allowing you to understand how substances behave at an even more complex level, whilst introducing you to new areas of chemistry such as spectroscopy and enthalpy. Chemistry will not only develop your knowledge and practical skill set but it will enable you to enhance your analytical and problem solving skills.

TOPICS/UNITS/MODULES

1. Development of practical skills
2. Foundations in Chemistry
3. Periodic Table and Energy
4. Core Organic Chemistry and Analysis
5. Physical Chemistry and Transition Elements
6. Further Organic Chemistry and Analysis

EXAMINATION/ASSESSMENT



Paper 1: Inorganic/Physical Chemistry (2h 15m) 100 marks

Paper 2: Organic/Analytical (2h 15m) 100 marks

Paper 3: Unified Chemistry (1h 30m) 70 marks

ENTRY REQUIREMENTS

6+ in GCSE Chemistry (if studied)

6-6+ in Combined Science (if studied)

6+ in GCSE Maths + English

SUBJECT OVERVIEW

Computer Science involves making your own programs and programming solutions to problems. Computing students need to be independent, you must be able to solve problems on your own and investigate solutions. Mathematics is an important part of computing and for top grades you will need to be a confident mathematician.

TOPICS/UNITS/MODULES

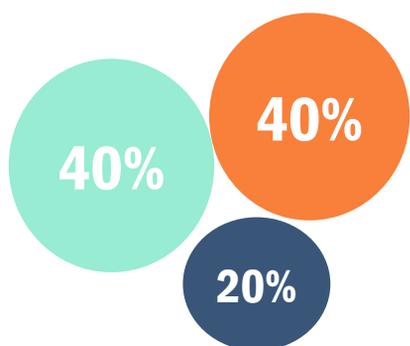
Year 1 Units:

- 1 - Fundamentals of programming
- 2 - Fundamentals of data structures
- 3 - Systematic approach to problem solving
- 4 - Theory of computation
- 5 - Fundamentals of data representation
- 6 - Fundamentals of computer systems
- 7 - Fundamentals of computer organisation and architecture
- 8 - Consequences of uses of computing
- 9 - Fundamentals of communication and networking

Year 2 units:

- 10 - Fundamentals of programming
- 11 - Fundamentals of data structures
- 12 - Fundamentals of algorithms,
- 13 - Theory of computation
- 14 - Fundamentals of data representation
- 15 - Fundamentals of computer systems
- 16 - Fundamentals of computer organisation and architecture
- 17 - Consequences of uses of computing
- 18 - Fundamentals of communication and networking
- 19 - Fundamentals of databases
- 20 - Big Data
- 21 - Fundamentals of functional programming
- 22 - Systematic approach to problem solving

EXAMINATION/ASSESSMENT



- Paper 1: Programming Theory (2.5 hours)
- Paper 2: General computing Theory (2.5 hours)
- Programming project

ENTRY REQUIREMENTS

6+

in GCSE
Maths +
English

6+

in GCSE
Computer
Science

Subject Teacher(s): New course – staffing to be finalised

Exam Board: edexcel

SUBJECT OVERVIEW

The Level 3 National Extended Certificate provides a coherent introduction to the study of creative digital media production.

Throughout the two-year course, learners will develop an understanding of the media industry through analysis of media representations and the pitching and producing media projects.

The course is an ideal subject for learners who aim to progress to higher education and ultimately to employment, possibly in the media industry, as part of a programme of study alongside other Level 3 Vocational or A-level qualifications.



TOPICS/UNITS/MODULES

The course consists of 4 separate units, 3 of which are compulsory. Of the 3 compulsory units, 2 are externally tested through a combination of external examinations and specific set tasks which are time constrained.

All externally assessed units must be passed and all 4 units must reach the minimum grade of "pass".

EXAMINATION/ASSESSMENT



-  Examined, externally marked units
-  Coursework units marked by teachers and then checked by the exam board

ENTRY REQUIREMENTS

4+ in five GCSE subjects

4+ in GCSE English

Subject Teacher(s): Mr Jalil & Ms Downie

Exam Board: AQA

SUBJECT OVERVIEW

The new specification combines theory and practice of both modern and well-established technologies, materials, systems and practices. Students learn theory across a range of material areas to inform their own design solution for which they must produce a full portfolio or research, designing, testing and evaluating alongside a high quality prototype.

Students have the opportunity to understand real users' design needs and wants as well as demonstrate their own flair, creativity and values.



TOPICS/UNITS/MODULES

UNIT 1: Performance characteristics of materials (paper and boards, woods, metals, polymers, smart, modern and composite materials)

UNIT 2: Processing and working with materials (paper and boards, woods, metals, polymers, smart, modern and composite materials)

UNIT 3: Modern industrial and commercial practice

UNIT 4: Product design considerations

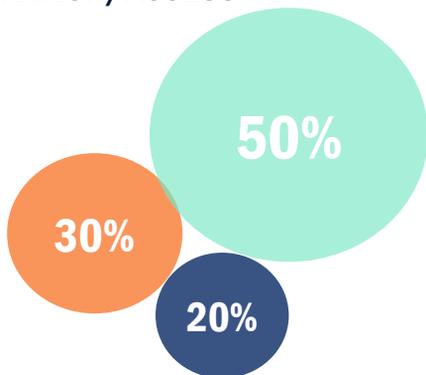
UNIT 5: Product design and development

UNIT 6: Design methods

UNIT 7: Design processes

UNIT 8: Responsible design

EXAMINATION/ASSESSMENT



■ Paper 1 examination – Technical Principles (120 marks – 2 hours 30 minutes)

■ Non-Examined Assessment – Design and Make Project (100 marks)

■ Paper 2 examination - Designing and Making Principles (80 marks – 1 hour and 30 minutes)

ENTRY REQUIREMENTS

5+

in a Design Technology Course, Business Studies or Art

5+

in English + Maths

SUBJECT OVERVIEW

We want students to have an inspiring experience of A-level Drama and Theatre. This qualification emphasises practical creativity alongside research and theoretical understanding.

Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically and devise and work on performances.

Students choose to develop as a:

- performer
- designer (lighting, sound, set, costume, puppets)
- director
- a combination of these.

Whichever option they choose, students will gain many invaluable skills, both theatrical and transferable, to expand their horizons.

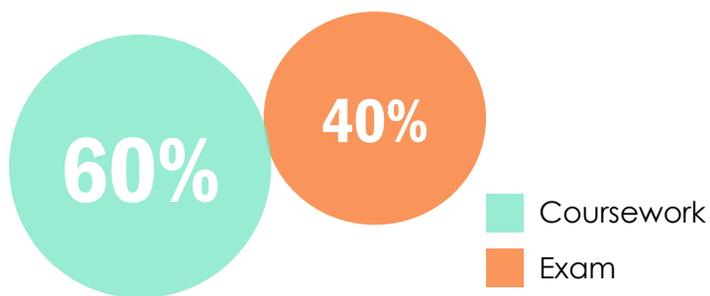
TOPICS/UNITS/MODULES

The subject content for A-level Drama and Theatre is divided into three components:

1. Drama and theatre
2. Creating original drama
3. Making theatre



EXAMINATION/ASSESSMENT



Component 1:

Written exam (3 hours - Open book)

Component 2:

Working notebook (40 marks)

Devised performance (20 marks)

Component 3:

Performance (40 marks)

Reflective report (20 marks)

ENTRY REQUIREMENTS

5+ in drama

5+ in English,

SUBJECT OVERVIEW

This course provides students with a strong grounding in both microeconomics and macroeconomics, through a three-component, externally assessed qualification. The course content encourages the learners to 'think as economists' and develop the appropriate range of analytical, questioning and reasoning skills to achieve this objective. The qualification also encourages learners to apply the concepts and techniques which they have learned throughout the course to a range of 'real world' issues and contexts. This course enables learners to foster an understanding of economics concepts and theories in a range of contexts and to develop a critical consideration of their value and limitation in explaining real world phenomena. As a result, learners will be able to explain, analyse and evaluate the strengths and weaknesses of the market economy and the role of the government within a market economy, criticising economic models of enquiry and recognising the limitations of economic models. In addition, learners will understand microeconomic and macroeconomic market models and will be able to use these to explore current economic behaviours and make causal connections.

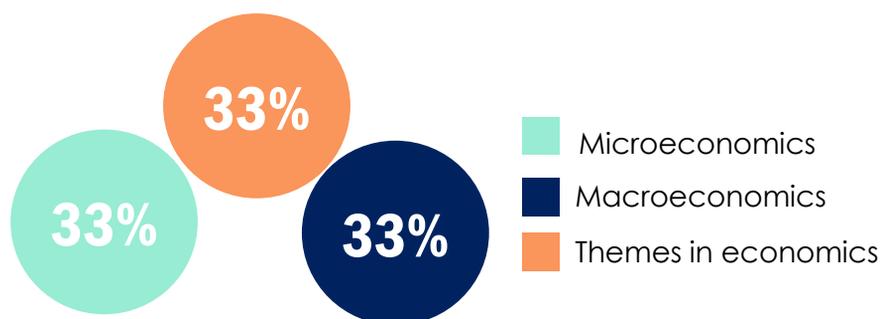
TOPICS/UNITS/MODULES

Component 1: Microeconomics (80 marks – 2 hour exam)

Component 2: Macroeconomics (80 marks – 2 hour exam)

Component 3: Themes in Economics (80 marks – 2 hour exam)

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in GCSE maths

6+ in English Language

National Diploma in Engineering

BTEC Level 3 (Equivalent of two A-levels)



Subject Teacher(s): Ms Downie, Mr Jalil, Miss Watson, Mr Dampney, Mr Davies & Mr Mason

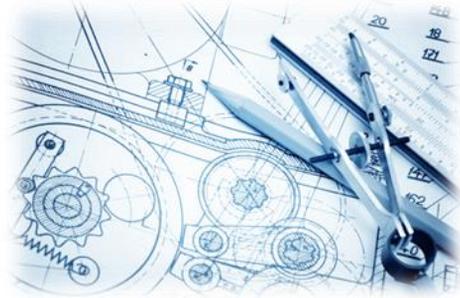
Exam Board: edexcel

SUBJECT OVERVIEW

The Level 3 diploma is designed for students wishing to progress into an engineering apprenticeship or to a university higher education course in engineering.

The course covers all areas of engineering including mechanical, electrical, production, business and electronics.

The diploma is a specialist qualification designed to be studied over two years alongside additional qualifications such as Design Technology, Maths or Physics

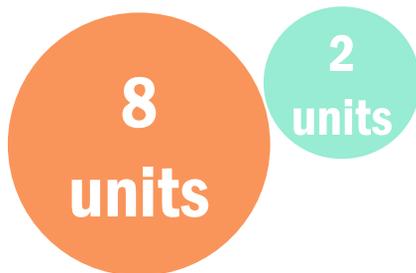


TOPICS/UNITS/MODULES

The course consist of 10 separate units, 5 of which are compulsory. Of the 5 compulsory units, 2 are externally tested through a combination of external examinations and specific set tasks which are time constrained.

All externally assessed units must be passed and all 10 units must reach the minimum grade of "pass".

EXAMINATION/ASSESSMENT



- Examined, externally marked units (2 hours each and only two attempts allowed by the examination board)
- Coursework units marked by teachers and then checked by the exam board

ENTRY REQUIREMENTS

4+

in four GCSE subjects including science

4+

in GCSE English and Maths

4+

in a GCSE subject related to engineering (e.g. ICT / DT)

SUBJECT OVERVIEW

Genre and themes are at the heart of this new specification with the focus being on three elements of English Literature studies: poetry, prose and drama. The texts offered – 'Othello', 'A Streetcar Named Desire', 'Tess of the d'Urbervilles', 'Wuthering Heights', poetry of the Victorians, to name a few – are rich in language fields, narrative and offer a multitude of opportunities to engage critically with the ideas of the authors. Students of English Literature will have ample opportunities to engage creatively with this substantive body of texts across time and develop their knowledge of literary analysis and evaluation. In short, they will be offered an exciting course where their opinions are not only encouraged, but matter. There will also be a sharp focus on the contexts of production of these texts, along with reception across time, allowing students to undertake independent and sustained study to deepen their appreciation and understanding of English Literature, including its changing traditions.

TOPICS/UNITS/MODULES

The A Level is a two year course whereby students study aspects of dramatic conventions through the genre of tragedy. We will explore Shakespeare's memorable play, 'Othello', whilst also examining American theatre through the equally noteworthy 'A Streetcar Named Desire', written by Tennessee Williams; these texts cover the drama examination. For the prose examination, we will be evaluating the

way women are presented in society through 'Wuthering Heights' and 'Tess of the d'Urbervilles'. Finally, for the poetry examination, we will cover not only this element through a selection of Victorian poets, but also explore a post-2000 collection. Beyond these examination components, students will undertake a piece of NEA coursework of a comparative nature that allows for freedom and independence in this academic endeavour.

EXAMINATION/ASSESSMENT



- Drama Exam Open Book (Tragedy)
- Poetry Exam open Book (Pre-1900, Contemporary Poetry, unseen)
- Prose Exam Open Book (Women and Society)
- NEA Comparative Coursework

ENTRY REQUIREMENTS

6+

in English Literature & Language

SUBJECT OVERVIEW

This is a linear course and students make take an AS in 1 year or A-Level over 2 years.

Students should produce practical and critical/contextual work in one or more areas of study, for example, drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking and photography.

Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

TOPICS/UNITS/MODULES

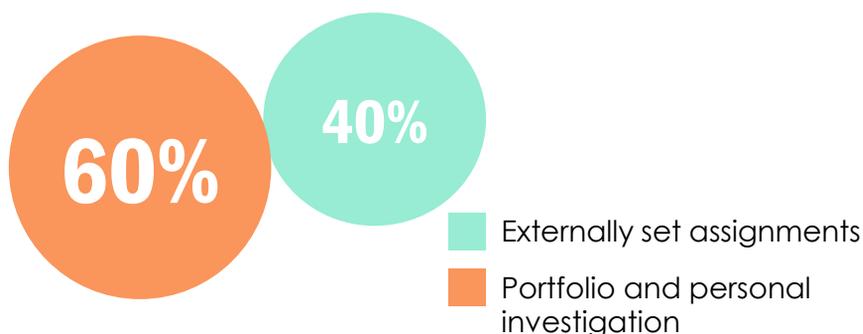
AS Component 1: Portfolio-The emphasis of this component will be on the development of understanding and skills using an appropriate range of materials, processes and techniques.

AS Component 2: Assignment - There is a choice of five questions of which students select **one**.

A-LEVEL Component 1: Personal Investigation - Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material (1000 and 3000 words of continuous prose).

A-LEVEL Component 2: Assignments - There is a choice of eight questions of which students select **one**.

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in art

Portfolio Students without the required grade may be admitted based on their portfolio



SUBJECT OVERVIEW

Geography is a demanding and dynamic subject that is well-respected by Russell Group Universities.

Students of our Edexcel A level in Geography will develop an understanding of geographical concepts and processes, recognise the challenges of sustainability and the implications for their own and others' lives, and develop geography skills through classroom teaching and fieldwork.



TOPICS/UNITS/MODULES

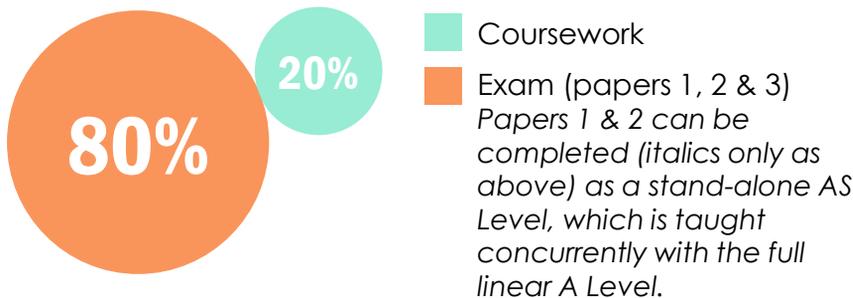
Paper 1: Dynamic Landscapes. Includes: *Topic 1: Tectonic Processes and Hazards; Topic 2b: Landscape Systems, Processes and Change: Coastal Landscapes and Change.* Topic 5: The Water Cycle and Water Insecurity. Topic 6: The Carbon Cycle and Energy Security.

Paper 2: Dynamic Places. Includes: *Topic 3: Globalisation; Topic 4b Shaping Places: Diverse*

Places. Topic 7: Superpowers. Topic 8a: Global Development and Connections: Health, Human Rights and Intervention. **Paper 3:** Synoptic, decision-based question paper with resources. Students must apply cross-topic content to exam.

Coursework: Independent Investigation: non-examined assessment (NEA). Please be aware, to complete the NEA you will be required to attend a mandatory residential field trip (usually 4 days).

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in GCSE Geography

6+ in English

Extended Certificate in Health & Social Care

BTEC Level 3 (Equivalent of one A-level)



Subject Teacher(s): Ms Pemble

Exam Board: edexcel

SUBJECT OVERVIEW

The Level 3 National Extended Certificate provides a broad basis of study for the health and social care sector.

Throughout the two-year course, learners will develop an understanding of human development, working in the health and social care sector, meeting individual care and support needs, and an appreciation of sociological, physiological and psychological perspectives.

The course is an ideal subject for learners who aim to progress to higher education when taken as part of a programme of study alongside other Level 3 Vocational or A-level qualifications.



TOPICS/UNITS/MODULES

The course consists of 4 separate units, 3 of which are compulsory. Of the 3 compulsory units, 2 are externally tested through a combination of external examinations and specific set tasks which are time constrained.

All externally assessed units must be passed and all 4 units must reach the minimum grade of "pass".

EXAMINATION/ASSESSMENT



- Examined, externally marked units
- Coursework units marked by teachers and then checked by the exam board

ENTRY REQUIREMENTS

4+ in five GCSE subjects

4+ in GCSE English

SUBJECT OVERVIEW

“History gives us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future” - Robert Penn Warren

Why study History?

History is a fascinating subject which gives us a greater understanding of the world in which we live. Studying history broadens the mind and gives you valuable skills. History is a firm foundation for many academic courses and career choices. History is widely respected by universities and employers as a discipline which promotes independent thinking, research skills and the ability to present a logical argument.

History offers progression to a diverse range of careers including teacher, journalism, law, accountancy, diplomatic service, media, police, local government, banking and many more.

TOPICS/UNITS/MODULES

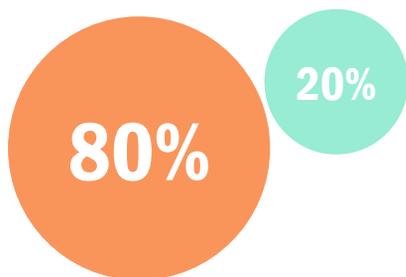
Component 1: The American Dream – Illusion or Reality

Component 2: Democracy & Nazism
Germany 1918-1945

Component 3: Historical Investigation – Medieval Witch Craze



EXAMINATION/ASSESSMENT



- Historical investigation 3000-3500 words
- Two written examinations (2.5 hours each)

ENTRY REQUIREMENTS

6+ in GCSE
History

6+ in English
Language
or
Literature

Subject Teacher(s): Miss Z Diamond & Mr D Nelson

Exam Board: OCR 

SUBJECT OVERVIEW

ICT skills are required across a wide range of industries. There are many jobs that require ICT, from design, art, web development, engineering to fashion and many more that you may not have thought about. Many employers say that there are not enough people with the skills to fill these jobs.

This course covers the skills required by a wide range of employers and university courses. This course is best suited to pupils who want to be confident users of ICT systems and understand how ICT is used in various industries.

If you want to do programming or are interested in building your own software, you should consider Computer Science.

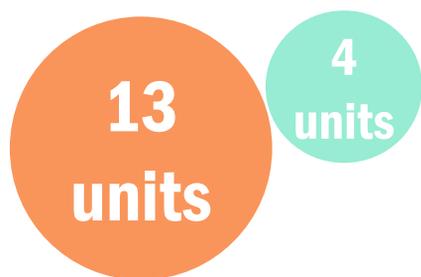
You must be good at meeting deadlines as you will have many throughout the course.

TOPICS/UNITS/MODULES

This course has been developed from the ground up so it meets the needs of business and students. You will be following the Digital Technician pathway. The units you will follow are Fundamentals of ICT, Cyber Security,

Cloud Computing, Networking, Virtual and Augmented Reality, Mobile Technology, Social Media and Marketing, hardware, Software, IT Support, Cognitive computing and other units that will be useful to ICT practitioners.

EXAMINATION/ASSESSMENT



-  Examined, externally marked units
-  Coursework units marked by teachers and then checked by the exam board

ENTRY REQUIREMENTS

4+ in GCSE English + maths

Pass in ICT or computing

Subject Teacher(s): Miss Z Diamond

Exam Board: OCR 

SUBJECT OVERVIEW

ICT skills are required across a wide range of industries. There are many jobs that require ICT, from design, art, web development, engineering to fashion and many more that you may not have thought about. Many employers say that there are not enough people with the skills to fill these jobs.

This course covers the skills required by a wide range of employers and university courses. This course is best suited to pupils who want to be confident users of ICT systems and understand how ICT is used in various industries.

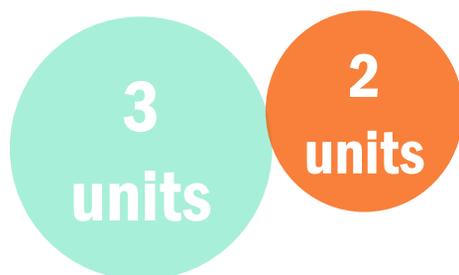
If you want to do programming or are interested in building your own software, you should consider Computer Science.

TOPICS/UNITS/MODULES

This course has been developed from the ground up so it meets the needs of business and students. You will be following the Digital IT Infrastructure Technician pathway.

The units you will follow are Fundamentals of ICT, Global Information, Cyber Security, project management and development.

EXAMINATION/ASSESSMENT



-  Examined, externally marked units
-  Coursework units marked by teachers and then checked by the exam board

ENTRY REQUIREMENTS

4+ in GCSE English + maths

Pass in ICT or computing

SUBJECT OVERVIEW

The aim of this course is to develop the ability to understand Mandarin Chinese and enable the candidate to communicate confidently and clearly in Mandarin Chinese. Students will form a sound base of skills, language and attitudes required for further study, work and leisure and develop insights into the culture and civilisation of countries where Chinese is spoken.

This course encourages positive attitudes to language learning and a sympathetic approach to other cultures and civilisations whilst further enabling intellectual and personal development by promoting learning and social skills.

Students will develop 4 skills: Speaking, Listening, Reading and Writing. These are supplemented by Chinese-specific skills: accurate identification of roman transliteration, including tones, and the use of a radical-indexed Chinese dictionary. The course fosters awareness of Chinese Culture and History and aims to equip candidates with the skills to survive in a Chinese environment and provide a stepping stone for university courses in Chinese and Chinese Studies.

TOPICS/UNITS/MODULES

Paper 1 – Speaking

Part 1: Prepared Topic and Conversation (5-7 minutes) Part 2: General Conversation (6-8 minutes)

Paper 2 – Listening, Reading and Translation

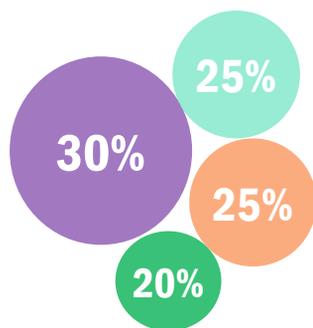
Section 1: Listening Comprehension

Section 2: Reading, Section 3: Chinese Sayings, Section 4: Translation of short passage into English (assessment focuses on transfer of meaning rather than literal correctness)

Paper 3 – Writing and Usage

Paper 4 – Chinese Culture

EXAMINATION/ASSESSMENT



Paper 1 – approximately 15 minutes

Paper 2 – 2.5 hours

Paper 3 – 2 hours

Paper 4 – 2.5 hours

ENTRY REQUIREMENTS

6+

in GCSE
Mandarin



SUBJECT OVERVIEW

Maths is a very popular yet demanding course. Students who are accepted onto the course will be expected to apply themselves in class and independently to a consistently high standard and your teachers will offer dedicated support throughout. Homework will be set at the end of every lesson and must be completed to the high standards that all the Mathematics teachers expect.

It is a very rewarding course and although demanding, is an excellent subject to take and opens many doors for the future. The majority of our A level mathematicians continue to study Maths at university in some form, either as a Maths degree or a degree involving a high level of maths such as Finance.

Maths is now a Linear A level and will only be examined at the end of year 13. The course contains Pure and Applied Maths, which are both compulsory

TOPICS/UNITS/MODULES

MATHS:

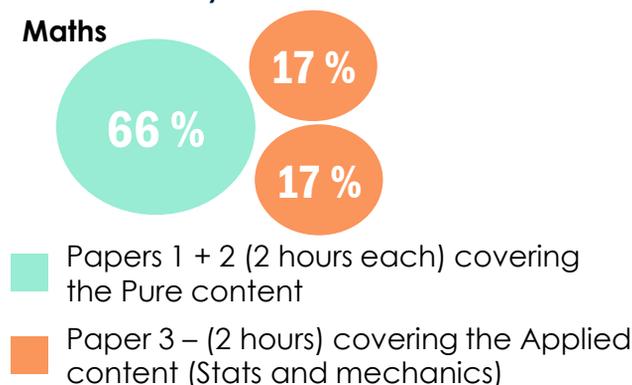
The course is split into Pure Maths (two thirds of the course) and Applied Maths (the other third). In the applied section both Mechanics and Statistics will be studied.

FURTHER MATHS:

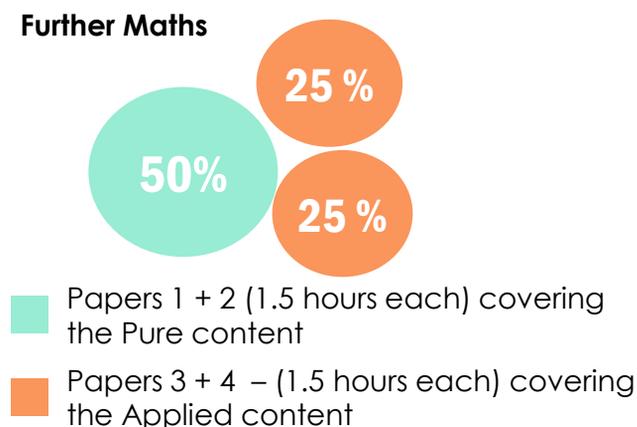
If students wish to take Further Maths this is an extra A level and students MUST also take Maths A Level. Further Maths includes more advanced Pure content as well as advanced Mechanics and Statistics. Students may also study Decision Maths if they wish.

EXAMINATION/ASSESSMENT

Maths



Further Maths



ENTRY REQUIREMENTS

7+ in GCSE maths to study A-level maths

8+ in GCSE maths to study A-level Further Maths

* If offered a provisional place on the course, students will be required to take an initial assessment in September in order to decide whether they will be suitable for A level

SUBJECT OVERVIEW

A Level Music is a perfect subject for musicians who want to extend and develop their understanding of how music works through performing, composing and appraising. It compliments other science and humanities subjects and has the potential to provide a wider range of options for a variety of university and career paths.

The A Level Music course is designed to broaden your musicianship and your appreciation of music.

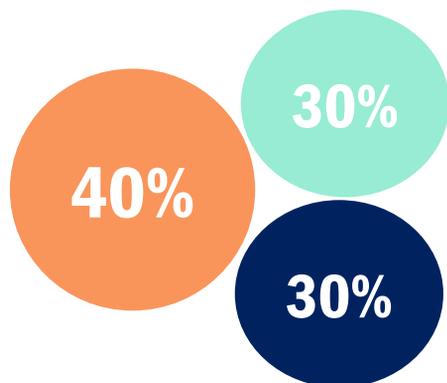


TOPICS/UNITS/MODULES

Performance: You must perform for a minimum of six minutes at AS and eight minutes at A level. You must perform a minimum of one piece of music. You can play as a soloist and/or part of an ensemble. Performances must be completed between 1 March and submission (15 May) in the year you complete the qualification.

Composition: You must compose at least two pieces in response to a brief set by Edexcel, and/or freely as you choose. The minimum total composition time (i.e. both pieces combined) is 4½ minutes at AS level and 6 minutes at A level. Compositions are externally assessed by Edexcel. **Appraising:** You are required to study a minimum of two Areas of Study at AS and three Areas of Study at A level.

EXAMINATION/ASSESSMENT



Performance

Composition

Appraising

One written paper of 90 minutes (80 marks). Section A is areas of study and dictation. There are three questions related to the set works. An audio and a skeleton score are provided. There is also one short melody/rhythm completion exercise. Section B is the extended response with two essay questions.

ENTRY REQUIREMENTS

5+ in GCSE Music

Pass in ABRSM Grade V Theory or equivalent

SUBJECT OVERVIEW

This is a vocational course for musicians who want to improve their understanding of music and develop their solo and ensemble skills.

The programme covers broad basis of study for the music sector with a focus on performance, personal instrumental technique development, music theory and professional practice. It is ideal for musicians who want to get into the music industry.



TOPICS/UNITS/MODULES

Unit 1 Practical music theory and harmony:

Demonstrate an understanding of notation and complete extensive and presentations to demonstrate this.

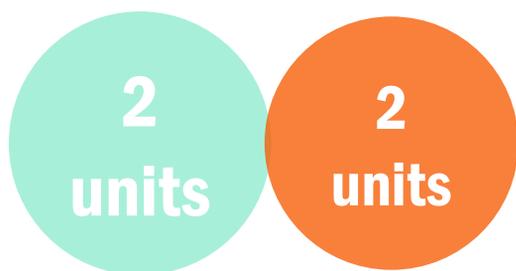
Unit 2 Professional practice in the music industry:

You will learn about industry roles and responsibilities, legal requirements of the industry, and budgeting.

Unit 3 Ensemble music performance: Create a performance of three prescribed songs and perform in groups of 3-8, documenting your progress and evaluating your final performances as an ensemble.

Unit 4 Composing music: You will create a portfolio of compositions demonstrating a range on composition techniques and researched composers.

EXAMINATION/ASSESSMENT



- Examined, externally marked units
- Coursework units marked by teachers and then checked by the exam board

ENTRY REQUIREMENTS

5+

in GCSE Music is desirable

Pass

in ABRSM Grade V Theory or equivalent

You must be able to demonstrate instrumental and/or vocal skills and have a willingness to improve your musicianship through practical performances

Subject Teacher(s): Mr Goodair

Exam Board: edexcel

SUBJECT OVERVIEW

The Pearson BTEC Level 3 National Extended Diploma in Performing Arts is intended as an Applied General qualification for post-16 learners who want to continue their education through applied learning. The aim of the qualification is to prepare learners for entry to higher education, probably to a sector-related degree which could in turn lead to employment in the performing arts.

The qualification is equivalent in size to three A levels, (but can be taken as a single or double alongside other Level 3 courses) and it has been designed as a full two-year programme.

The qualification gives learners the opportunity to focus on a particular aspect of the performing arts sector through the extensive common core followed by a selection of optional units.



TOPICS/UNITS/MODULES

The course consists of 13 separate units, 7 of which are compulsory. Of the 7 compulsory units, 4 are externally tested through specific set tasks which are time constrained.

The 7 compulsory units include: Investigating Practitioners' Work, Developing Skills and Techniques for Live Performance, Group Performance Workshop, Performing Arts in the Community, Individual Performance Commission, Final Live Performance to an Audience, Employment Opportunities in the Performing Arts.

EXAMINATION/ASSESSMENT



- Optional units – Internally Assessed
- Mandatory units, of which 4 are externally assessed

ENTRY REQUIREMENTS

4+ in five GCSE subjects

4+ in GCSE English

SUBJECT OVERVIEW

Do you ponder the meaning of life? Why there is something instead of nothing? Why is good and bad dependent on where you are? Philosophy and ethics not only helps you to understand subject knowledge but gives you skills which you will need in everyday life. We learn how to argue constructively, think independently and challenge our own and others views which are important skills required at university and in most career paths. This course will provide you with excellent foundations to move into a variety of fields. The skills developed in Philosophy of analysing and evaluating different points of view, arguments and theories, are invaluable both at university and in the work place. You will develop these critical thinking skills through a plethora of relevant and contemporary issues. This could lead on to such university courses as: Philosophy, Sociology, Psychology or Media, or could take you into the fields of work in Journalism, Law, International Relations, Medicine or Philosophy itself. Classes have historically performed very well and students have enjoyed their time on the course.

TOPICS/UNITS/MODULES

Component 1: Philosophy of religion

Learners will study: • 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.

Component 2: Religion and ethics.

Learners will study: • 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.

Component 3: Developments in religious thought (Christianity).

Learners will study: • 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.

EXAMINATION/ASSESSMENT



6+

in religious studies (history / geography considered if you did not study religion)

6+

in English literature or language

SUBJECT OVERVIEW

This is a linear course and students make take AS in 1 year or A-Level over 2years.

Students should produce practical and critical/contextual work in one or more areas of study, for example, portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation).

Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

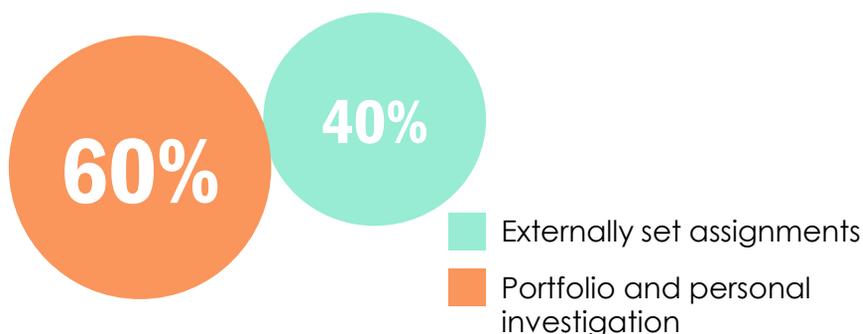
TOPICS/UNITS/MODULES

AS Component 1: Portfolio - Development of understanding and skills using an appropriate range of materials, processes and techniques. **AS Component 2: Assignment** - There is a choice of five questions, students are required to select **one**.

A-LEVEL Component 1: Personal Investigation - Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material (1000 and 3000 words of continuous prose).

A-LEVEL Component 2: Assignment (preparatory period + 15 hours supervised time) - There is a choice of eight questions to be used as starting points, students are required to select **one**.

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in photography

Portfolio

Students without the required grade may be admitted based on their portfolio



SUBJECT OVERVIEW

Physics is about asking fundamental questions about the material world and trying to answer them by observing and experimenting. For example, physicists want to know the answers to questions like “How did the universe begin?” and “Why does light go through glass?”. Studying A Level Physics also offers amazing career opportunities. It is essential (with Mathematics) for entry to Physics or Engineering degree level courses. Even if you don't end up working in a physics-related industry, physics develops skills that provide an excellent basis for a wide range of careers and Higher Education courses.

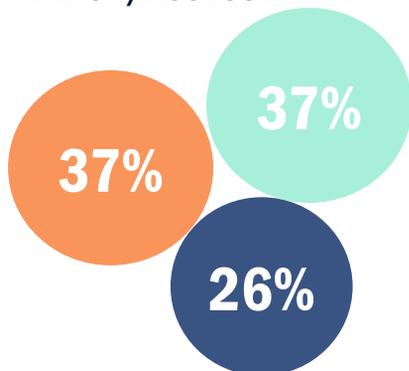
If you are going to understand physics, you will also need to get to grips with a certain amount of Mathematics, so choosing to study Maths alongside Physics is highly recommended. Making observations enables you to understand the relationships between quantities in physics and so practical work is an integral part of the course. Written communication is also important when reporting the results of your practical work and in answering questions in examinations.

You will be given the opportunity to take part in enrichment opportunities including our annual trip to JET, which is currently the largest tokamak fusion reactor in the world, national competitions such as the UK Space Design competition, go to lectures at top universities and, subject to interest, there will be the opportunity to visit CERN in Geneva.

TOPICS/UNITS/MODULES

1. Development of practical skills
2. Foundations in Physics
3. Motion and materials
4. Electrons, waves and photons
5. Newtonian world and astrophysics
6. Particles and medical physics

EXAMINATION/ASSESSMENT



Paper 1: Modelling physics (2h 15m) 100 marks

Paper 2: Exploring physics (2h 15m) 100 marks

Paper 3: Unified physics (1h 30m) 70 marks

ENTRY REQUIREMENTS

6+ in GCSE Physics (if studied)

6-6+ in Combined Science (if studied)

7+ in GCSE Maths

SUBJECT OVERVIEW

Politics is a highly demanding and among the most challenging A-level subjects to undertake. Politics focuses on understanding political processes of the U.K. United States as well as considering how actions of government institutions and individuals impact the wider global community. In particular we focus on current events to expand learning beyond the classroom, which makes for a more relevant and engaging approach to complex political processes.

Politics looks at trying to explain complex problems through debating policy decisions, key legislation and historical changes in political entities. Big political questions are tackled head on and having an informed opinions is vital to engage with those questions. Questions such as Why should people vote is nothing changes? Is President Trump is having a positive effect on US politics? Should there be a second referendum on Brexit?

Although demanding, challenging and sometimes frustrating politics is a highly rewarding A-level. Helping you develop critical thinking, pragmatic problem solving and discussion skills, among others, it will help prepare you to become a positive contributor to the global community.

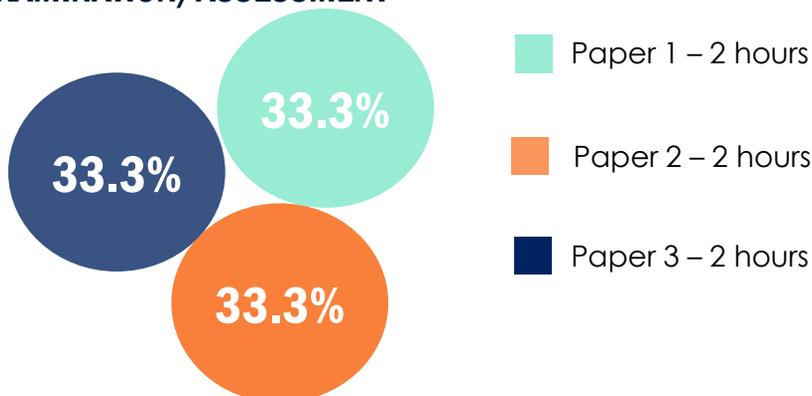
TOPICS/UNITS/MODULES

Paper 1: UK Politics – Political Participation; Core Political Ideas.

Paper 3: Comparative Politics – US Constitution, Presidency and Government, comparison with the UK.

Paper 2: UK Government – Constitution, Parliament and Prime Minister; Political Ideas.

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in GCSE English

6+ in a literacy subject (e.g. Business studies, History, geography, Religious studies)



SUBJECT OVERVIEW

Psychology is a deep dive into the WHY of human behaviour. Psychology is a scientifically driven investigation into all facets of human behaviour. At the heart of this investigation is good research which is supported by complex data analysis. This allows us to explain behaviours such as obedience, conformity, memory and psychiatric disorders credibly.

The beauty of psychology is it is all around you and permeates every facet of day to day life. Humans are complex and complicated animals which cannot always be broken up into black or white, psychology investigates the grey areas of human behaviour. Through this understanding we can explain real life phenomenon and social debates. Should parents have to get a license to have children? Why do some adults want to live as a baby? What happens to your brain as you age?

Psychology is a highly demanding subject because often times there is no answer and you must have an informed opinion that is supported by research. As a young psychologist you must find the evidence for your position and carry out your own research to investigate human behaviours. It is highly rewarding as you will be well equipped to assess information through critical analysis of the facts, which will serve you well in life.

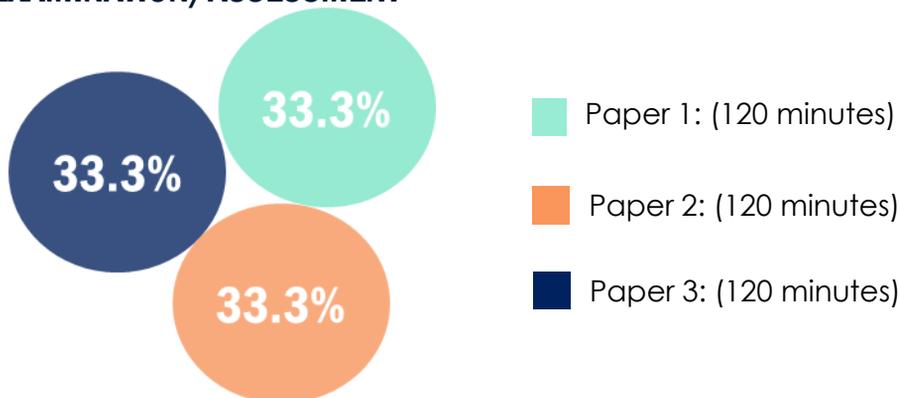
TOPICS/UNITS/MODULES

Topic 1. Introductory topics in Psychology

Topic 3. Issues Options in Psychology

Topic 2. Psychology in Context

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in GCSE Maths and English

6-5+ in Combined Science (if studied)

Subject Teacher(s): Miss Pazos Casal & Miss Otero

Exam Board: AQA

SUBJECT OVERVIEW

A-level students will study the grammatical system and structure of the language.

The end of course exams will test their use of accurate grammar and structures appropriate to the tasks set, drawing from the lists in the specification.

Assessment A-Levels will be linear; students will sit all exams at the end of the two-year course

TOPICS/UNITS/MODULES

Aspects of Hispanic society: Modern and traditional values. Cyberspace, Equal rights.

Artistic culture in the Hispanic world: Modern day idols, Spanish regional identity., cultural heritage.

Multiculturalism in Hispanic Society: Immigration, racism, co-existence

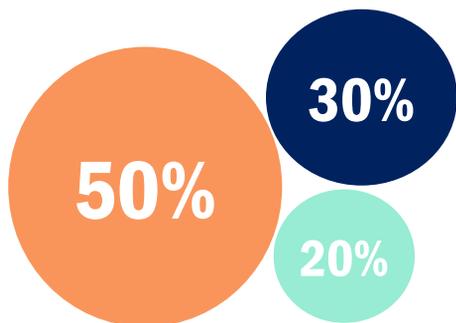
Aspects of Political Life in Hispanic Society: Youths of today/people of tomorrow, Monarchy and Dictatorship, Popular Movement

Literary Texts and Films: 'La Casa de Bernarda Alba' by Federico Garcia Lorca.

Grammar: An intense programme of grammar

Individual Research Project

EXAMINATION/ASSESSMENT



Paper 1 Listening, reading and writing, translation into English, translation into Spanish.
Written exam: 2 hours 30 minutes; 100 marks

Paper 2: Writing and grammar: Two books from the list of set texts in the specification or one book from the list of set texts and one film from the list in the specification. Written exam: 2 hours; 80 marks

Paper 3: Speaking: Individual research project; Knowledge of one of the sub-themes
Speaking test: 21-23 minutes (including 5 minutes' preparation time at the start of the test); 60 marks

ENTRY REQUIREMENTS

6+ in GCSE Spanish



Extended Diploma in Sport & Exercise Science

Level 3 (Equivalent to 3 A-levels)



Subject Teacher(s): Mr Smith, Mr Rimmer, Mr Pavli & Mr Atkins

Exam Board: **Vict**

SUBJECT OVERVIEW

This unique and exclusive course develops your skills through both theory and practical sessions. Students benefit from the College's outstanding quality of teaching and academic support alongside excellent sporting facilities and the highest quality coaching from Chelsea FC. The VTCT Extended Diploma in Sport has been developed in order to give you a solid foundation within sports science, enabling you to develop essential study skills. This qualification includes many transferable skills, which play an essential role in developing personal effectiveness for further study and working life. Key skills provide a basis for continual learning and these will aid you in facing the inevitable series of choices in work, education and training throughout your life. The development of such skills will prove invaluable in assisting progress to higher education, further qualifications and/or the enhancement of employment opportunities. You will find the course an excellent platform from which to launch a career into diverse pathways such as: Sports Therapy, Sports Coaching, Health and Fitness Industry, Outdoor Education, Performance Analysis, Health / Lifestyle Management, Recreation Management, Sports Development & Teaching and Lecturing. Alongside studies, students will also complete FA Football and Futsal Coaching and refereeing certificates whilst training weekly with professional coaches. Students will also represent Chelsea Futsal Academy, competing against other professional Futsal teams in the prestigious National Futsal League.

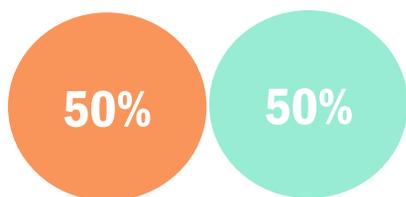
TOPICS/UNITS/MODULES

The VTCT Extended Diploma in Sport is a full time two year course and carries the same UCAS points as 3 A- levels.

Learners will develop the core specialist knowledge required by the sector by achieving the 18 mandatory units.

Mandatory units include analysing sports performance, anatomy and physiology, business in sport, health screening and fitness testing, lifestyle factors, nutrition for sport, physiology of fitness, risk assessment in sport, sport in society, sports leadership, sports psychology, coaching in sport, individual sports, injuries in sport, instructing physical activity, officiating in sport and organising sports events.

EXAMINATION/ASSESSMENT



- External assessment (9 short online exams)
- Coursework generated through a range of activities including written reports, practical work, poster presentations, leaflet design, observation and oral assessment

ENTRY REQUIREMENTS

5+ in a minimum of 5 GCSE subjects

5+ desirable in Physical Education



FOUNDATION

Introductory Diploma in Sport & Exercise Science

Level 3 (Equivalent to a single A-level)



Subject Teacher(s): Mr Smith, Mr Rimmer, Mr Pavli & Mr Atkins

Exam Board: **Vict**

SUBJECT OVERVIEW

This unique and exclusive course develops your skills through both theory and practical sessions. Students benefit from the College's outstanding quality of teaching and academic support alongside excellent sporting facilities and the highest quality coaching from Chelsea FC. The VTCT Introductory Diploma in Sport has been developed in order to give you a solid foundation within sports science, enabling you to develop essential study skills. This qualification includes many transferable skills, which play an essential role in developing personal effectiveness for further study and working life. Key skills provide a basis for continual learning and these will aid you in facing the inevitable series of choices in work, education and training throughout your life. The development of such skills will prove invaluable in assisting progress to higher education, further qualifications and/or the enhancement of employment opportunities. You will find the course an excellent platform from which to launch a career into diverse pathways such as: Sports Therapy, Sports Coaching, Health and Fitness Industry, Outdoor Education, Performance Analysis, Health / Lifestyle Management, Recreation Management, Sports Development & Teaching and Lecturing. Alongside studies, students will also complete FA Football and Futsal Coaching and refereeing certificates whilst training weekly with professional coaches. Students will also represent Chelsea Futsal Academy, competing against other professional Futsal teams in the prestigious National Futsal League.

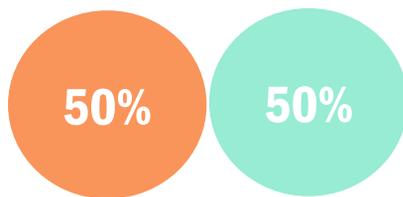
TOPICS/UNITS/MODULES

The VTCT Introductory Diploma in Sport is a full time two year course completed alongside two or more additional A-levels.

Learners will develop the core specialist knowledge required by the sector by achieving 4 mandatory units and 2 optional units.

Mandatory and optional units include analysing sports performance, anatomy and physiology, business in sport, health screening and fitness testing, lifestyle factors, nutrition for sport, physiology of fitness, risk assessment in sport, sport in society, sports leadership, sports psychology, coaching in sport, individual sports, injuries in sport, instructing physical activity, officiating in sport and organising sports events.

EXAMINATION/ASSESSMENT



- External assessment (3 short online exams)
- Coursework generated through a range of activities including written reports, practical work, poster presentations, leaflet design, observation and oral assessment

ENTRY REQUIREMENTS

5+ in a minimum of 5 GCSE subjects

5+ desirable in Physical Education



FOUNDATION



PASTORAL CURRICULUM

Academic Tutor Programme

Each Sixth Form student is assigned a Pastoral Leader whose role is to aid the student in his/her personal and academic development. Personal Progress Tracking interviews (PPTs) are held on a regular basis so that concerns on both sides can be freely aired to the benefit of the student. Pastoral Leaders also track punctuality, attendance and academic progress with their students.

As part of the programme, students also attend 4 to 5 bespoke Life Skills days during the academic year, tailored to support their Further Education development and preparation for Higher Education and apprenticeship pathways.

Enrichment

Each Sixth Form student is allocated one period every Wednesday to participate in an enrichment activity of their choice. Activities range from outreach sessions with local primary schools, through to chess club, stocks and shares society, sports clubs, law society, debate club, film society, chess club and the medical society to name but a few.

Religious Enrichment

By its nature as a Catholic school, all students entering the St Joseph's College Sixth Form will be encouraged to take an active part in the Religious Life of the College. This may involve helping at various liturgical events, such as the College Carol Service, helping in presenting assemblies and being involved in the prayer life of the College. Sixth Form students will also be encouraged in witness of the Gospel through community service opportunities such as travelling to Lourdes and helping take care of handicapped children.

VOCATIONAL GUIDANCE, COUNSELLING & WORK EXPERIENCE

Careers education and guidance form an important part of each student's time in school. Special attention is given to Year 12 and 13 students applying to university, college or work, through pastoral support, Higher Education workshop days on site and University Campus Visits. Every student will attend career guidance sessions with our two careers officers who will ensure that students have the correct subjects and target grades for their chosen pathway. These sessions are very thorough and in many cases include mock interviews for university degrees.

Students also explore university and apprenticeship options through our Unifrog program and individual interviews are available to all pupils in order to help develop their career plans. Apprenticeship companies and Universities also visit our school site to provide bespoke presentations and outreach opportunities. Alongside this, visits are made by pupils to industry, commerce, universities and colleges. The school has an affiliation with Surrey University, a recent top twenty university, as well as Roehampton, allowing students access to multiple workshops and campus visits, in addition to off-site visits to universities such as Oxford, Cambridge and London South Bank.

At St Joseph's College we are fortunate to have an in-house counsellor. Students who may need additional emotional support at any time are welcome to make appointments to visit the counsellor.

For students on vocational pathways, such as engineering and ICT, time is allocated on their timetable to allow them to go off-site on a weekly basis to participate in work-related training and experience with local employers. For A-level students, a week of work experience is timetabled into the school calendar during the summer term.

Scholarships & Bursaries

Available for Exceptional Academic Performance & students from low-income families



Director of Sixth Form: Dr K Woodburn

SCHOLARSHIPS

In recognition of exceptional examination results, where students have secured grade 9's (A*'s) in subjects they wish to pursue at Sixth Form, we are delighted to offer a Sixth Form Scholarship. This scholarship, depending on a student's final subjects of choice, could include any of the following, up to the value of £1000...

- Year 12 and 13 Textbooks
- Fully-funded field courses (e.g. £400 biology field course)
- Revision Materials
- Online revision subscriptions e.g. Tutor2U
- Art and photography supplies
- Fully-funded University Visits
- Personal UCAS Advisor
- and much more!!



BURSARIES

We are pleased to advise that the College operates a bursary scheme to enable students who are facing financial difficulties to remain in education. The level of support varies from year to year dependent upon the number of applicants and the grant assigned to the College.

The bursary scheme is split into two categories. There is a **vulnerable bursary** available to all students who are in care, are care leavers, or are living independently. The other bursary is the **discretionary bursary**, which is available for students who live in a household where the parental annual income does not exceed £20,000 and where parents/guardians are in receipt of state benefits.

Bursary payments are made in November and March. However, it should be noted that all bursary assistance is conditional on a minimum attendance level of 95%, with satisfactory punctuality, academic performance and behaviour. Support will be withheld or cancelled if the aforementioned standards are not achieved. During the October half term the college assesses all of these aspects to determine which students will receive the first bursary payment.

In exceptional circumstances, students who are not automatically eligible for a bursary can also apply for help with one-off course related expenses (however proof of income or hardship will be asked for). Applications for emergency assistance will be considered on an individual basis and are dependent upon available funds.

Dress Code

Requirements for male and female students



Director of Sixth Form: Dr K Woodburn

DRESS CODE

Sixth Form students are role models. This means members of the Sixth Form must maintain consistently high personal standards of presentation and attire.

The aim is for students to be guided by the principles of modern formal/business attire. There should be a clear distinction between what is worn for socialising and what would be worn within a formal workplace. It is essential clothes are smart and clean. Hair styles should be presentable and well kept. Hair dye should be restricted to natural colours.

Whilst we encourage creative expression and individualism, certain clothing and bodily artwork are prohibited and are outlined below.

UNACCEPTABLE DRESS

- Sportswear of any form (branded or unbranded)
- T-shirts and denim (including jeans)
- Hooded tops (zip-through or pull-over)
- Trainers, flip flops / sliders, canvas shoes (such as plimsolls or Converse®).
- All hats including Durags and bandanas, caps and beanies. (Knitted winter hats may be worn during cold weather but must be removed upon entering the school premises.)
- Necklines and dress / skirt length should be respectable
- Midriffs and shoulders should be covered at all times. Clothing that is too revealing or likely to cause embarrassment must be avoided
- Students should not have any visible body piercings other than pierced ears with simple studs.
- Visible tattooing
- Lines in eyebrows

Sixth Form attire is subject to regular review. Where clothing is deemed to be inappropriate, the final decision will rest with the Sixth Form Pastoral Team.



Notes

Please use this space to jot down any notes

