



St Joseph's College



Sixth Form Prospectus 2024 – 2025

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Director of Sixth Form: Miss L Williams

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 every 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 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 silent study space.

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 that 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 student.

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. The subjects mentioned may undergo alterations, with suitable alternatives presented as replacements.

At the start of Year 12 each student is assigned a Form Tutor with whom they meet on a regular basis. Tutors will track, monitor and support their students, providing guidance and assisting students with their academic/ vocational studies and their future career aspirations.

Every student at St. Joseph's College will study a compulsory Pastoral Curriculum, which includes General RE, Careers lessons, PSCE, Enrichment, 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.).

Director of Sixth Form: Miss L Williams

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

1. Student Leadership teams
2. Sixth Form Student Union
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

A multitude of social and fundraising events contribute to the enjoyment, 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

2023

Tuesday 17th October	6 th Form Open Evening and Application Launched
Monday 18th December	Application deadline for Internal Applicants

2024

Friday 26th January	Application deadline for External Applicants
Thursday 9th May	GCSE Exams start
Early July	Taster lessons and induction day (<i>Date to be confirmed</i>)
Thursday 22nd August	GCSE Results day & 2024 Online Enrolment Opens
Friday 30th August	2024 Online Enrolment Closes
Wednesday 4th September	<i>Provisional Year 12 Start Date</i>

STUDENT LEADERSHIP STRUCTURE



Head Boy
Ayo Adesida



Head Girl
Duaa Sahi



**Associate
Head Student**
Umar Gaffar



**Associate
Head Student**
David
Vaughan



**Associate
Head Student**
Malik Sawyer

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



President
David Vaughan



Vice President
Brandon Brown



Communications Officer
Umar Gaffar



Education & Achievement Officer
Gibril Barry



Events Officer
Nhyira Boampong



Sports Officer
Daniel McCook



Treasurer
Arsallan Faqir



Welfare Officer
Abdul Rehman Husnain

Union Representatives

Qasim Nabi
Alexander Begg Smart

Andre Palmer
Tosin Adebisi



2023 Examination Results & Destinations

A-Level & Level 3 Vocational



Director of Sixth Form: Miss L Williams

A-LEVEL GRADES

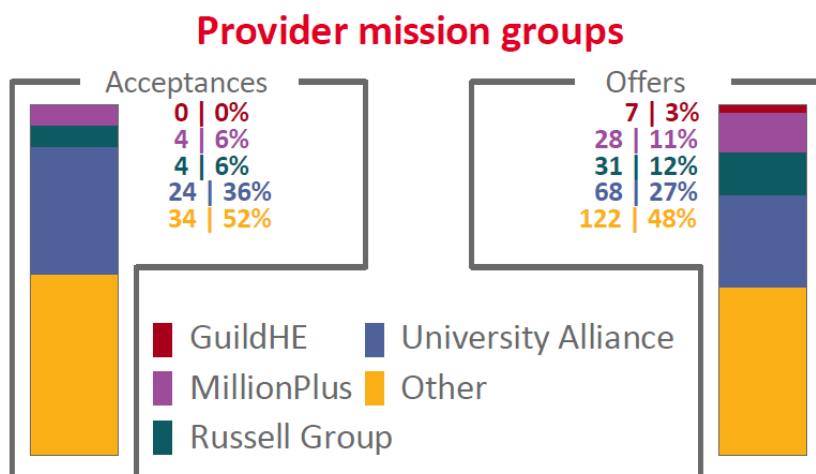
The percentage of students securing a pass (grades A*-E) has remained stable, with 50% of students receiving A* - C A Level Grades.

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. Students secured a 100% pass rate, and Tech Level A* to B Tech Grades continue an upward 3-year trend.

UNIVERSITY DESTINATIONS

St Joseph's College students had a 93% acceptance rate to University, with students going on to attend either their firm or insurance choice. Over 99% of Applicants received an offer.



Primary destinations were Kingston University; University of Greenwich and University of Roehampton.

NOTEABLE HIGHLIGHTS

Faraz Hassan – Reading Pharmacy at University of Reading

Michael Adjei – Achieved an A in Photography and is attending the Manchester School of Art

Joyce Kabangu – Reading Law and Criminology at University of Kent

Caritin Achiri – Reading Business Management at Queen Mary 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

- Art/Photography
- Maths
- Mathematical Studies (Core maths)
- Philosophy & Ethics
- Psychology
- Sport Science (1 A-level)

BLOCK B

- Applied Science Single (1 A-level)
- Biology
- Creative Digital Media Production
- Economics
- Engineering Triple (Option C + E also - 3 A-levels)
- Performing Arts
- Spanish

BLOCK C

- Applied Science Double (Option B also - 2 A-Levels)
- Enterprise & Entrepreneurship Double (Option D also - 2 A-levels)
- Engineering Double (Option E also - 2 A-levels)
- Geography
- Maths
- Politics
- Sport Science Double (Option A also - 2 A-levels)

BLOCK D

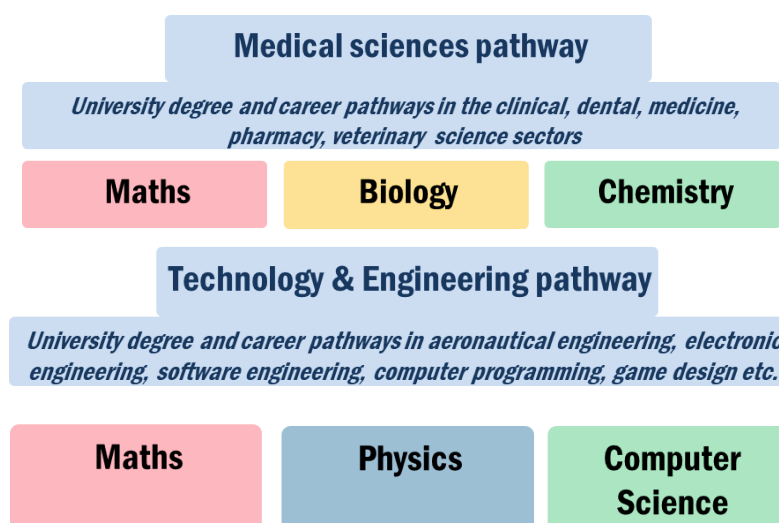
- Business
- English
- Enterprise & Entrepreneurship Single (1 A-level)
- Music Performance
- Physics
- Health & Social Care (1 A-level)

BLOCK E

- Chemistry
- Computer Science
- Engineering Double (Option C also - 2 A-levels)
- History
- IT Single (1 A-level)

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.

When not in timetabled subject lessons, students are timetabled for a block of Silent Study sessions. These 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	●	●						
Art & Design	●		●	●				
Biology	●				●		●	
Business	●		●		●	●		
Chemistry	●				●		●	
Computer Science	●		●		●	●		
Creative Digital Media Production	●							
Economics	●				●	●		
Engineering	●							
Engineering - Extended Diploma	●					●		
English Literature	●				●			
Enterprise & Entrepreneurship	●							
Geography	●		●		●			
History	●		●		●			
IT	●	●						
Mathematics	●						●	
Mathematical Studies (Core maths)	●	●						
Music Performance	●	●		●				
Performing Arts	●							
Philosophy and Ethics	●		●		●			●
Physics	●						●	
Politics	●				●			●
Psychology					●	●		
Spanish	●		●					
Sport & Physical Activity	●	●						

Subject Teacher(s): Mr Daly, Miss Wilkins & Mr Onyeka

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.

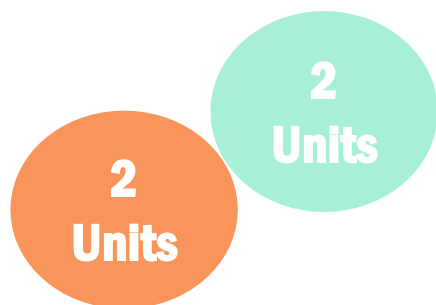


TOPICS/UNITS/MODULES

The course consists of 4 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, Science Investigation Skills and finally Physiology of Human Body Systems. Two units 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 units 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 Teacher(s): Mr Daly, Miss Wilkins, Mrs Wimalan & Ms Naseem

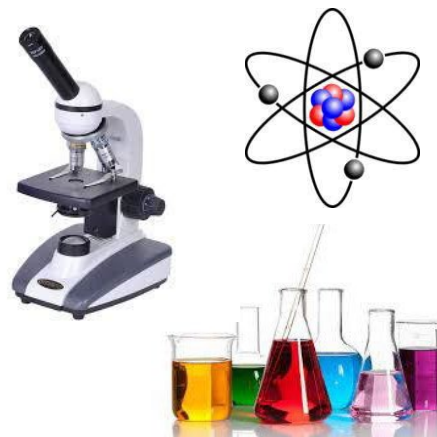
Exam Board: edexcel

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.

This course is designed for students who wish to progress to university or alternatively seek an apprenticeship or go directly into employment. It may be complemented with other BTEC Nationals or A Levels to support progression to higher education courses in applied science.

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





TOPICS/UNITS/MODULES

The course consists of 8 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 mandatory units which will be covered are Principles and Application of Science, Practical Scientific Procedures and Techniques, Science Investigation Skills, laboratory techniques and an investigative project. Three units 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 units 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

This course is over two years, with Year 12 focussed on building specialist skills.

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.

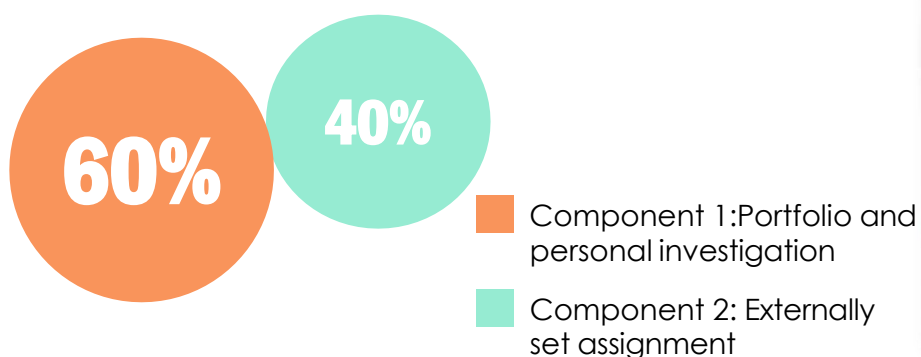
Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must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

TOPICS/UNITS/MODULES

A-LEVEL Component 1: 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: There is a selected final theme given by the exam board, which will be issued at the start of January in your final year of study.

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in an Art subject

Portfolio

Students without GCSE but from a design background will be considered



Subject Teacher(s): Mr Mbewe & Ms King

Exam Board: AQA

SUBJECT OVERVIEW

This course is over two years, with year 12 focussed on building specialist skills.

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).

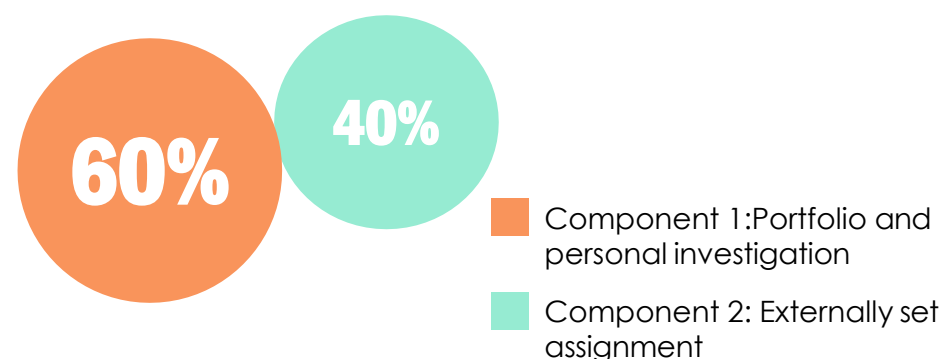
Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must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

TOPICS/UNITS/MODULES

A-LEVEL Component 1: 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: There is a selected final theme given by the exam board, which will be issued at the start of January in your final year of study

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in photography / art or a creative arts subject

Portfolio Students without GCSE but from a design background will be considered



SUBJECT OVERVIEW

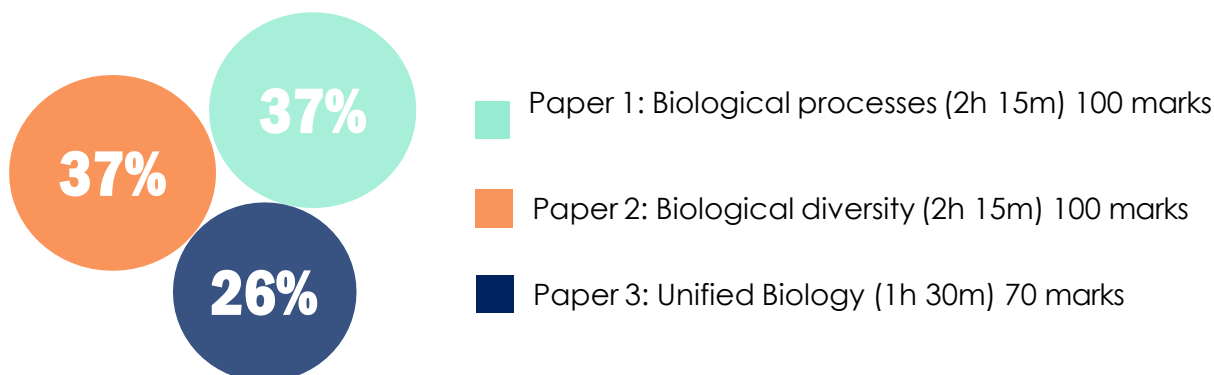
Biology is a popular subject choice at A-level and can set you up for a Biology-related degree with career prospects in areas such as Medicine and Clinical Science, Dentistry, Biochemistry, Physiotherapy, Veterinary Medicine, Microbiology, Biomedical Sciences, Forensic Science, laboratory research, scientific 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

7+ in GCSE Biology (if studied)

7-7+ in Combined Science (if studied)

6+ in GCSE English and Maths

Subject Teacher(s): Ms Ampah, Miss Salad & Mr Bradley

Exam Board: edexcel

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

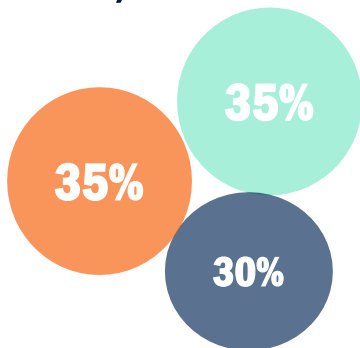
Theme 1: Marketing and People


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

6+ in GCSE Business (if studied)

6+ in GCSE Maths & English (Lit or Lang)

SUBJECT OVERVIEW

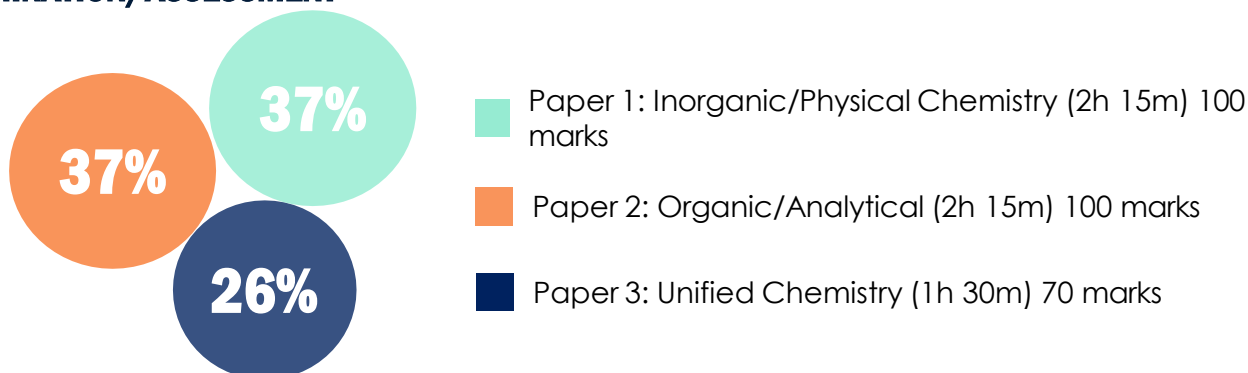
Chemistry is the study of matter, its properties and how it interacts with energy. Chemistry can lead to many career paths from Chemical Engineering, Forensics and Toxicology to Biochemistry and Research. It is also a prerequisite for degrees such as Medicine, Dentistry, Veterinary Sciences and Pharmacology. 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



ENTRY REQUIREMENTS

7+

in GCSE
Chemistry (if
studied)

7-7+

in
Combined
Science (if
studied)

6+

in GCSE
English
and
Maths

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

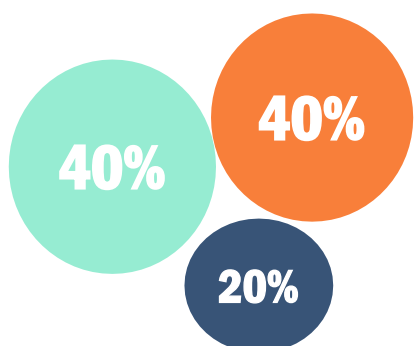
Year 1 Units:

- 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): Mrs E Owen & Mr A Russell

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.

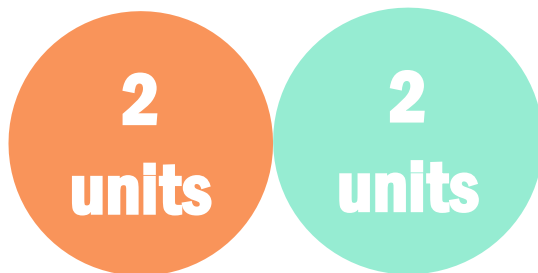




TOPICS/UNITS/MODULES

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 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.

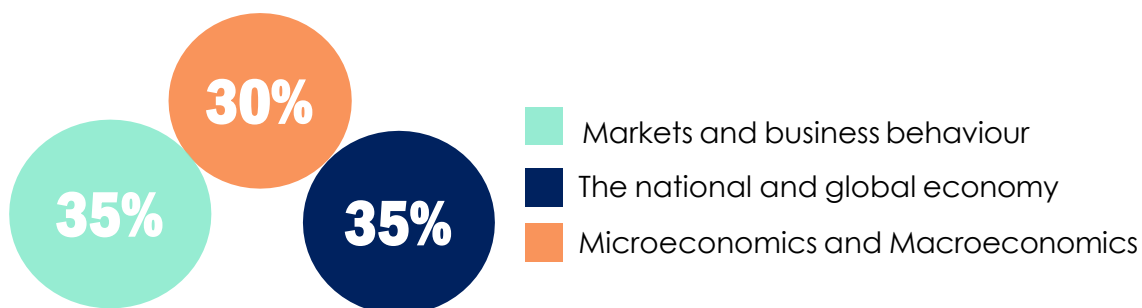
TOPICS/UNITS/MODULES

Paper 1: Markets and business behaviour (100 marks – 2 hour exam)

Paper 2: The national and global economy (100 marks – 2 hour exam)

Paper 3: Microeconomics and Macroeconomics (100 marks – 2 hour exam)

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in GCSE maths

6+ in English Language

Subject Teacher(s): Mr Dampney, Mr Gallimore & Mr Davies

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, electronics and product design.

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

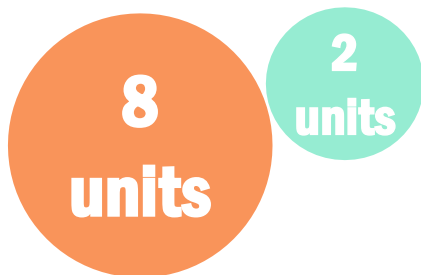


TOPICS/UNITS/MODULES

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 Teacher(s): Mr Dampney, Mr Gallimore & Mr Davies

Exam Board: edexcel

SUBJECT OVERVIEW

This qualification has been designed as a two-year, full-time course that meets entry requirements in its own right for learners wanting to progress to employment in engineering.

Learners gain relevant skills and knowledge from studying a range of content focused on electrical and mechanical disciplines, for example electrical machines and maintenance of mechanical systems and product design.

Progression could be either directly to employment in Level 3 job roles, higher apprenticeship programmes or via higher education courses in engineering.

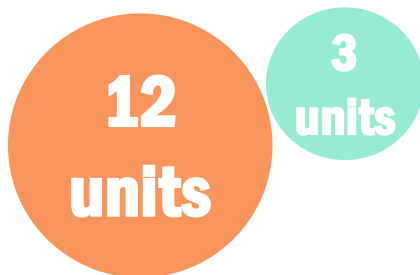


TOPICS/UNITS/MODULES

The course consists of 15 separate units, 7 of which are compulsory. Of the 7 compulsory units, 3 are externally tested through a combination of external examinations and specific set tasks which are time constrained.

All externally assessed units must be passed. All 15 units must be attempted and must achieve 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 English science

6+

in GCSE Maths

4+

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

SUBJECT OVERVIEW

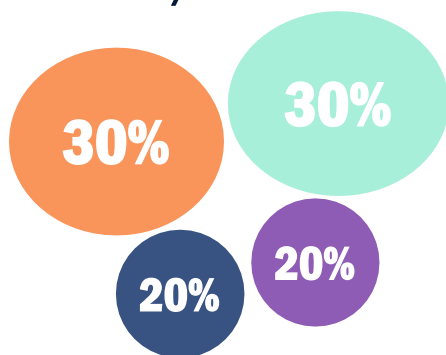
Genre and themes are at the heart of this new specification with the focus being on three elements of English Literature studies: poetry, prose and drama. The texts offered – 'Othello', 'A Streetcar Named Desire', 'Tess of the d'Urbervilles', 'A Thousand Splendid Suns' and 'The Wife of Bath', to name 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 'A Thousand Splendid Suns' and 'Tess of the d'Urbervilles'. Finally, for the poetry examination, we will cover the presentation of religion, gender and social class via Geoffrey Chaucer's "The Wife of Bath's Tale and Prologue". 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 Teacher(s): Ms Ampah, Miss Salad & Mr Bradley

Exam Board: edexcel

SUBJECT OVERVIEW

The Pearson BTEC Level 3 National Extended 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 qualifications 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 Entrepreneurship

Unit 2 Developing a marketing campaign

Unit 3 Personal and Business Finance

Learners will be taught in their final year an optional unit; unit 7 Social Enterprise.

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 Teacher(s): Ms Ampah, Miss Salad & Mr Bradley

Exam Board: edexcel

SUBJECT OVERVIEW

The Pearson BTEC Level 3 National Diploma 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. This programme may include other BTEC Nationals or A Levels to support progression to higher education courses in enterprise and entrepreneurship areas before entering employment.



TOPICS/UNITS/MODULES

Unit 1: Enterprise and Entrepreneurship
Unit 2: Developing a marketing campaign
Unit 3: Personal and Business Finance
Unit 4: Launch and Run an Enterprise
Unit 5: Survival and Growth
Unit 6: Business Decision Making

Learners will need to complete a total of 8 units including the 6 mandatory units and 2 optional units (Unit 7: Social Enterprise and Unit 8: Enterprise and Intrapreneurship in Practice) in order to complete and be awarded the full diploma qualification in Enterprise and Entrepreneurship.

EXAMINATION/ASSESSMENT



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

Learners will be expected to undertake three external assessments over the course of two years including: Unit 2 Developing a Marketing Campaign (Controlled assessment), Unit 3 Personal and Business Finance (2 hr exam- 100 marks) and Unit 6 Business Decision making (controlled assessment).

ENTRY REQUIREMENTS

5x 9-4

(or A*-C) across four subjects

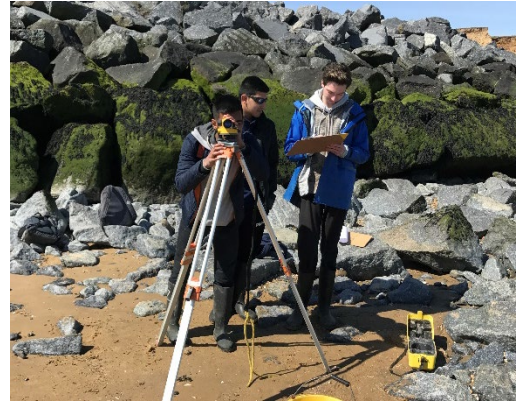
Subject Teacher(s): Miss Williams & Miss McIntyre

Exam Board: edexcel

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

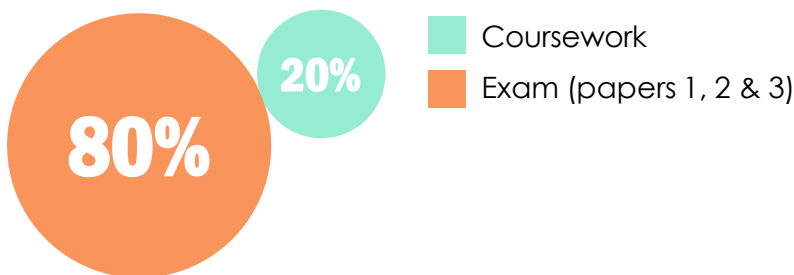
Paper 1: Dynamic Landscapes. *Includes: Topic 1: Tectonic Processes and Hazards; Topic 2b: Landscape Systems, Processes and Change: Coastal Landscapes and Change.* Topic 5: The Water Cycle and Water Insecurity. Topic 6: The Carbon Cycle and Energy Security.

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 4-day residential field trip.

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in GCSE Geography

6+ in English

SUBJECT OVERVIEW

The Pearson BTEC Level 3 National Extended Certificate in Health and Social Care aims to provide an introduction to the sector. It is for learners who are interested in learning about the health and social care sector as part of a balanced study programme.

The qualification is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses. It can be taken alongside, for example:

- A Levels in Biology and Psychology, which could lead to a BSc (Hons) in Nursing
- A Levels in English and History, which could lead to a BA (Hons) in Primary Education
- a BTEC National Extended Certificate in Sport, which could lead to a Foundation Degree in Sports Studies and Development.

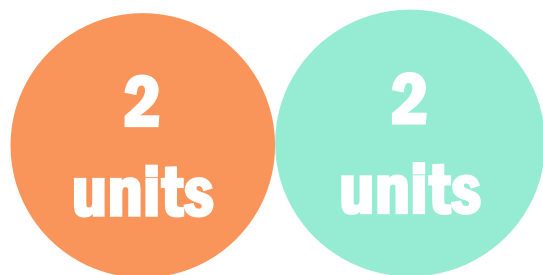
TOPICS/UNITS/MODULES

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".

Mandatory units include: Human Lifespan Development, and Working in Health and Social Care

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 teaching, journalism, law, accountancy, diplomatic service, media, police, local government, banking and many more.

TOPICS/UNITS/MODULES

Component 1: The Tudors

Component 2: The American Dream – Illusion or Reality

Component 3: Historical Investigation – Abolition of Slavery



EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in GCSE History

6+ in English Language or Literature

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.

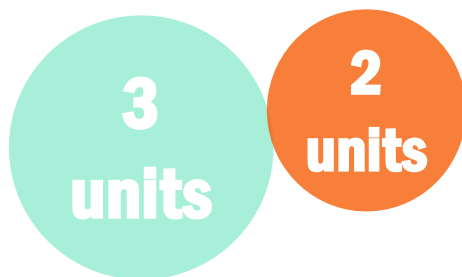
If you want to do programming or are interested in building your own software, you should consider Computer Science.



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 five GCSE subjects

Pass in ICT or computing

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.

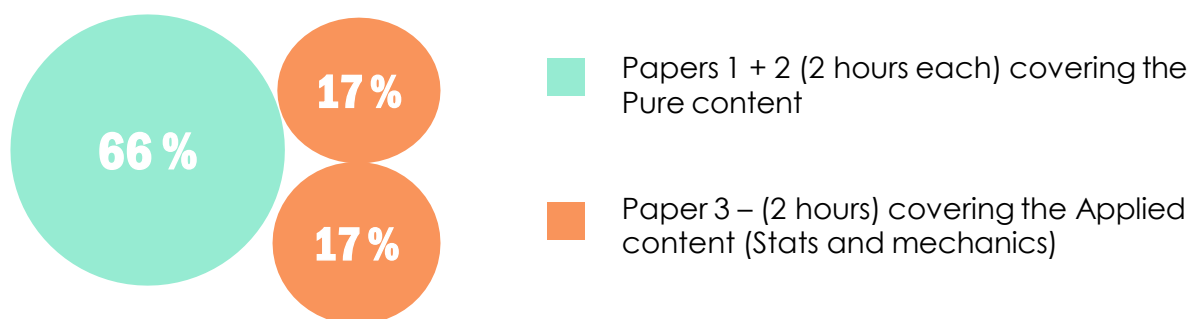
Maths is now a Linear A level and will only be examined at the end of year 13. The course contains Pure and Applied Maths, which are both compulsory

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.

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

7+ in GCSE 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

Further Maths is a very challenging course that demands a lot of students who study it. Studying A level Further Mathematics is excellent preparation for a degree in Mathematics. Many university maths departments encourage students to take Further Mathematics at A level as it introduces a wider range of pure and applied content, such as matrices and complex numbers. Students who have studied Further Mathematics often find the transition to university far more straightforward.

Entries in England for A Level Further Mathematics have risen rapidly in recent years. Many young people recognise that it is a highly desirable qualification that can help them achieve their aspirations for further study and their future career

The course covers pure and applied mathematics with a number of optional modules covering further statistics, mechanics and decision mathematics.

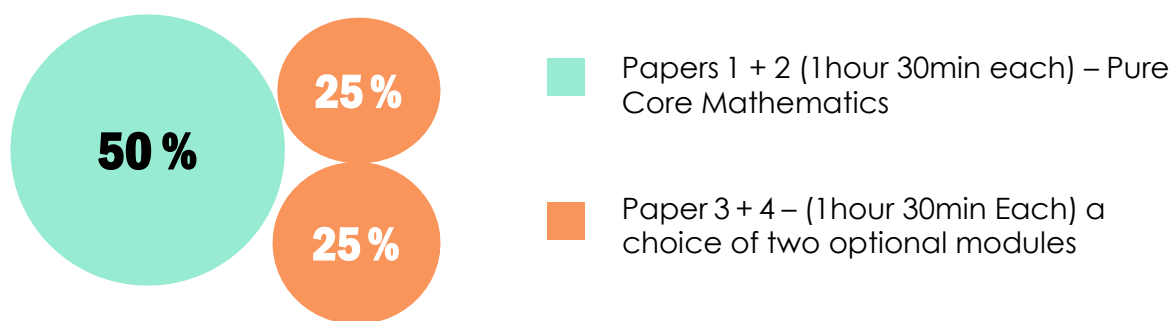
TOPICS/UNITS/MODULES

FURTHER MATHS:

The course is split into **Pure Core Mathematics** and two optional modules. Students can choose from: **Further Pure Mathematics**, **Further Statistics**, **Further Mechanics** and **Decision Mathematics**.

All students studying Further Maths must also be study A level Mathematics

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

8+ in GCSE 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

This qualification, also known as “Core Maths,” is a new Mathematics course that will build a broader base of mathematical understanding and skills in order to support the mathematical content in other Level 3 qualifications, for example GCE A Level Biology, Business Studies, Economics, Computing, Geography, Psychology, BTEC Applied Science, Business and IT.

This Level 3 Certificate Mathematical Studies qualification will consolidate students' mathematical understanding, build their confidence and competence in applying mathematical techniques to solve a range of problems and introduce them to new techniques and concepts that will prepare them for further study and future employment within a broad range of academic, professional and technical fields.

This qualification is worth 40% of an A-Level and is worth UCAS points for university applications.

TOPICS/UNITS/MODULES

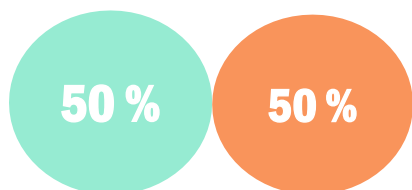
- Analysis of Data
- Maths for Personal Finance
- Estimation
- Critical Analysis of Data and Models

Students can then have a choice of either:

- Statistical Techniques
- or Critical Path Analysis
- or Graphical Techniques

EXAMINATION/ASSESSMENT

Maths



 Paper 1: Analysis of Data, Personal Finance, Estimation (50%) 1 hour 30 minutes, 60 marks.

 Paper 2: Option Paper (see choices above) (50%) 1 hour 30 minutes, 60 marks.

ENTRY REQUIREMENTS

5+ in GCSE maths

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 exercises and presentations to demonstrate this.

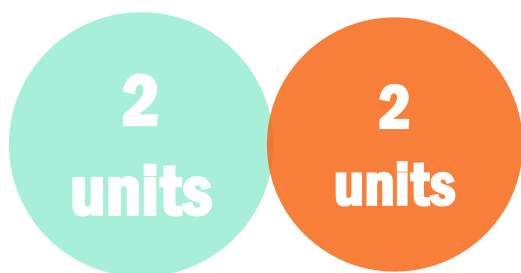
Unit 2 Professional practice in the music industry:

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 6 Solo Performance: You will explore the preparation and performance of music as a soloist (on your chosen instrument/voice) before performing in front of an audience.

EXAMINATION/ASSESSMENT



- Examinated, 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 OVERVIEW

The Pearson BTEC Level 3 National Extended Certificate in Performing Arts is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in performing arts.

It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

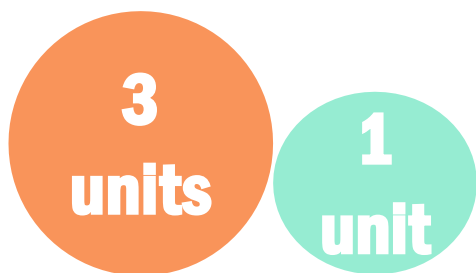




TOPICS/UNITS/MODULES

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

The 3 compulsory units include: Investigating Practitioners' Work, Developing Skills and Techniques for Live Performance and Group Performance Workshop.

EXAMINATION/ASSESSMENT



-  Optional units – Internally Assessed
-  Compulsory units, of which 2 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.

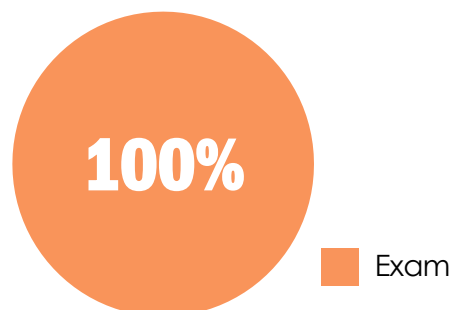
Component 2: Religion and ethics.

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

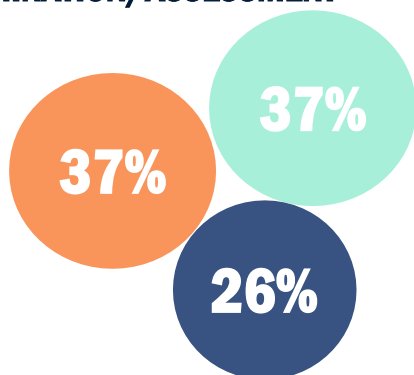
Physics is about asking fundamental questions about the material world and trying to answer them by observing and experimenting. For example, physicists want to know the answers to questions like "How did the universe begin?" and "Why does light go through glass?". Studying A Level Physics also offers 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.

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

7+ in GCSE Physics (if studied)

7-7+ in Combined Science (if studied)

7+ in GCSE Maths

Subject Teacher(s): Ms Davey, Miss Grice & Miss Salaad

Exam Board: edexcel

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.

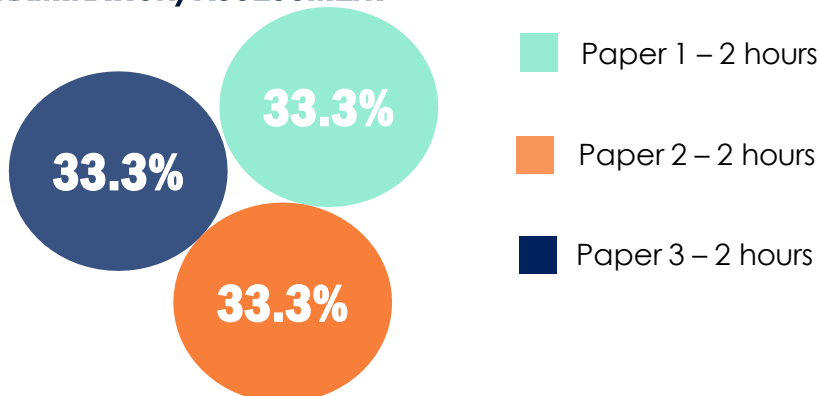
TOPICS/UNITS/MODULES

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

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

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

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

6+ in GCSE English

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



SUBJECT OVERVIEW

Psychology delves deeply into the fundamental 'whys' of human behaviour. It is a scientific exploration of all aspects of human behaviour, and at its core lies rigorous research supported by intricate data analysis. This approach enables us to provide credible explanations for behaviours like obedience, conformity, memory, and psychiatric disorders.

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.

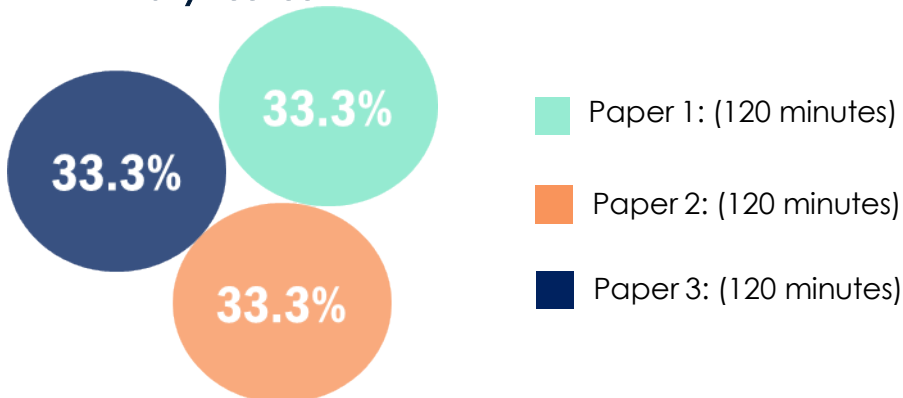
TOPICS/UNITS/MODULES

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 Otero & Mrs Lopez

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, Integration and Co-existence.

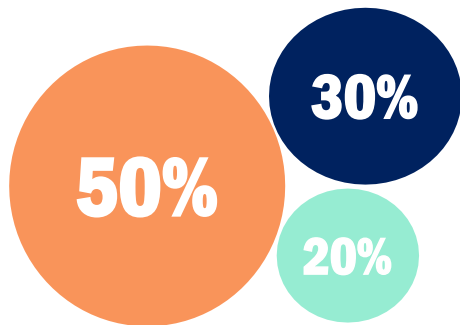
Aspects of Political Life in Hispanic Society: Youths of today / People of tomorrow, Monarchies and Dictatorships, Popular Movements.

Literary Text and Film: 'Volver' by Pedro Almodovar and 'La casa de Bernarda Alba' by Federico Garcia Lorca (2014).

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



Sport & Physical Activity: Extended Certificate

Cambridge Technical Level 3 (Equivalent to one A-level)



Subject Teacher(s): Mr Curwen, Mr Delaney, Mr Jones, Mr Monk

Exam Board: OCR

SUBJECT OVERVIEW

This qualification is not just about being able to play sport, it will provide learners with the skills, knowledge and understanding to progress into Higher Education on a sport-related programme such as Sport and Physical Education, Sport Science, Sport Coaching and Development or Sport and Leisure Management.

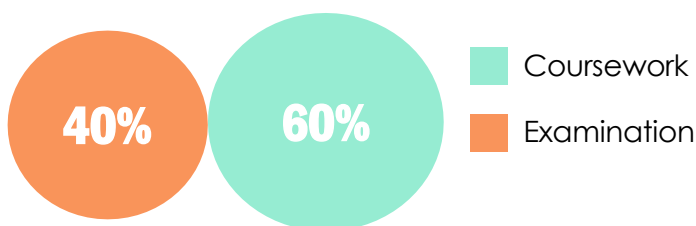
The qualification is designed to be taken as part of a study programme alongside other vocational qualifications or A levels, such as Cambridge Technicals in Business, A level Biology, A level Physics or Cambridge Technicals in Science. This qualification includes many transferable skills, which play an essential role in developing personal effectiveness for further study and working life.

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.

TOPICS/UNITS/MODULES

- Body systems and effects of physical activity
- Sports coaching and activity leadership
- Sports organisation and development
- Organisation of sports events
- Sport and exercise physiology

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

5+ in a minimum of 5 GCSE subjects

5+ desirable in Physical Education

Subject Teacher(s): Mr Curwen, Mr Delaney, Mr Jones, Mr Monk

Exam Board: OCR

SUBJECT OVERVIEW

The Diploma is a Tech Level qualification that allows learners to progress into employment after completion and takes 720 guided learning hours to deliver. This means it's a similar size to two A levels filling approximately two thirds of a learner's timetable and taken over two years.

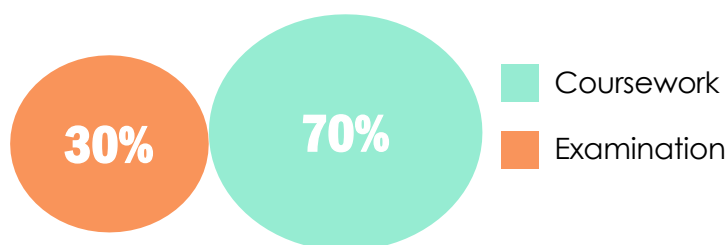
Taking the Diploma would give learners the skills for working in specific, specialised roles (e.g. Sports Coach and Personal Trainer) within the sport and physical activity sector. This qualification includes many transferable skills, which play an essential role in developing personal effectiveness for further study and working life.

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.

TOPICS/UNITS/MODULES

- Body systems and effects of physical activity
- Sports coaching and activity leadership
- Sports organisation and development
- Organisation of sports events
- Sports injuries and rehabilitation
- Biomechanics and movement analysis
- Working safely in sport, exercise, health and leisure
- Performance analysis in sport and exercise
- Physical activity for specific groups
- Practical skills in sport and physical activities
- Health and fitness testing for sport and exercise
- Sport and exercise psychology

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

5+ in a minimum of 5 GCSE subjects

5+ desirable in Physical Education

SUBJECT OVERVIEW

This is a one-year course designed for students who have not secured the required 5 GCSEs grade 4-9 to commence a Level 3 / A-level pathway. It is studied alongside GCSE Maths and English Language (if not already achieved in Year 11).

The course provides students with the opportunity to develop sector-specific knowledge, technical and practical skills, and knowledge on how to apply these skills in work-related environments. In addition, it provides them with an opportunity to secure additional GCSE qualifications for access to Level 3 courses the following year, progression directly into employment or on to a Business Administration Apprenticeship.

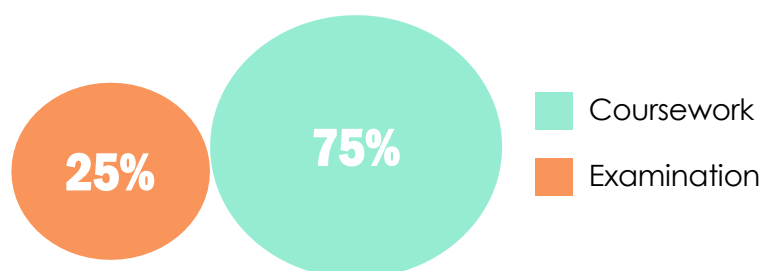
Students will focus on developing fundamental knowledge and understanding of a range of administrative activities, and transferable work-related skills. In addition, they will develop skills and performances to give them the best opportunity to be successful when applying for work.

Students will learn skills and put them into practice by getting involved in a range of assessments, which include role play, presentations, practical sessions and work experience.

TOPICS/UNITS/MODULES

- Unit 1. Understanding Administration Services
- Unit 2. Providing Administration Services
- Unit 3. Using Business Technology to Process and Communicate Information
- Unit 4. Planning, Organising and Supporting Business Events

EXAMINATION/ASSESSMENT



ENTRY REQUIREMENTS

3+ in a minimum of 4 GCSE subjects

2/3 In GCSE English Language and maths

ST JOSEPH'S COLLEGE FOOTBALL ACADEMY PROGRAMME (16-19)

- Competitive recruitment – maximum of 30 students selected per academic year.
- Coaching from qualified Chelsea FC coaches throughout the year.
- Complete weekly in the 6th Form Football League and play friendly Futsal fixtures around the Borough.
- Train and compete around your academic studies.
- Train and play in full Chelsea Kit.



ADDITIONAL COURSES/SUPPORT OFFERED

- Football Coaching Courses
- Football Refereeing Courses
- Visits to Chelsea FC Training Ground
- University Visits to St Mary's University



St Mary's
University
Twickenham
London

FOUNDATION



PASTORAL CURRICULUM

Academic Tutor Programme

Each Sixth Form student is assigned a Form Tutor 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. Tutors also track punctuality, attendance and academic progress with their students.

Students also attend a number of booked events throughout the year from external providers, focussing on wider 'life skills', university applications, and key study skills etc. Additional lessons of PSHCE, Careers and General RE also play a key role in supporting students' wider development.

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, swim 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 children with additional needs.

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 careers officer, alongside weekly timetabled careers lessons, ensuring 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, recently ranked 13th in the University League Table 2024, 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. Enterprise vocational students undertake the Peter Jones Enterprise Academy (PJEA) pathway, where they are able to collaborate with and study leading entrepreneurs whilst embarking upon their Level 3 pathway. 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: Miss L Williams

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 Geography 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 assessments are conducted in October. 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. Bursaries will have to be re-applied for each academic year.

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 all students



Director of Sixth Form: Miss L Williams

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

