



Achieve

Enrich

Inspire


JCóSS
SIXTH FORM

JEWISH COMMUNITY SECONDARY SCHOOL

SIXTH FORM PROSPECTUS

Welcome

to the JCoSS 6th form

The 6th Form is a uniquely rewarding and exciting time in your school life.

Building on the foundations you have laid at school so far, you are ready for new responsibilities, new freedoms and new opportunities, both in academic study and in other activities. These are significant years too: the studying you do, the examinations you sit and the choices you make will shape your future in ways that nothing else has done so far.

As you will see from the pages that follow, the JCoSS 6th form environment gives students an outstanding learning platform for these two vital years of education. With excellent teaching and support, state-of-the-art facilities, exciting opportunities outside the curriculum and our distinctive cross communal ethos, the JCoSS 6th Form provides a unique opportunity for students.

We know that every student has different needs and our 6th form has been created to reflect this. Whether you wish to follow a traditional A-Level path, a vocational route, or a blend of the two, there are courses to complement and develop your abilities and aspirations. The different pathways are explained in greater detail on page 13.

As is true throughout the school, we are determined that our 6th form students should have every opportunity to achieve the highest standards in all that they do. Our aim is that they leave JCoSS enriched and inspired, and go on to enrich and inspire others with all they have gained during their JCoSS journey.

Patrick Moriarty
Headteacher



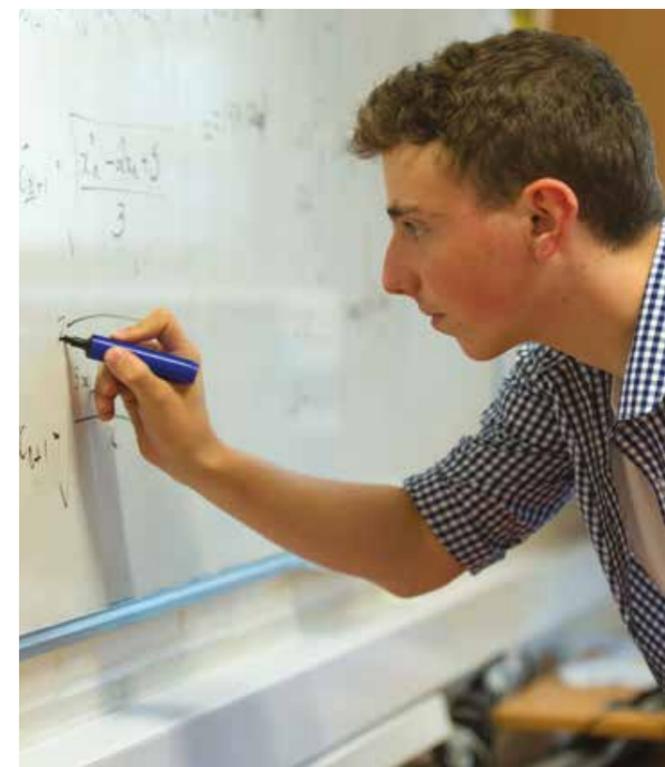
Achieve

Achievement is the foundation of the JCoSS ethos and we are committed to the success of each individual student.

We provide a high achieving, aspirational environment: Our high quality teaching staff deploy the best in educational practice to ensure our students reach the highest levels of academic attainment. We are relentlessly ambitious for their success, tirelessly seeking to inspire them to outstanding results.

Staff who teach in the 6th form are specialists in the field. Our staff have a wealth of experience and a proven track record of guiding students to securing places on the most competitive university courses. Existing JCoSS students moving into our 6th form will be able to build on the relationships they have already built up with staff and with each other, as well as making new ones. Those joining JCoSS will create those relationships easily, thanks to the welcoming ethos of the school and the friendly professionalism of staff.

Public exam results are a key marker of success for young people, and rightly occupy a key place in what we provide. Our aim is to ensure that every student reaches and exceeds their potential and is equipped for fulfilment and achievement in school life and beyond.



First Class

Graduates of 2014



Leaving day 2014

News

14th August 2014

JCoSS are delighted with their first set of A-Level results, achieved by students who came to the JCoSS 6th form from previous schools. 36 students took A-Levels at JCoSS this year and almost 70% of all grades were A*, A or B.

Patrick Moriarty, Headteacher commented "During the two years these students have been with us, they have worked hard, together with their teachers, to produce excellent results. In a large number of cases they have out-performed their original targets, particularly at the top of the ability range, and we are very proud of them."

Almost all students achieved their first choice offer requirements and are now set to attend prestigious universities including University College London (UCL), Bristol, Exeter, York, Royal Holloway, Leeds and Nottingham.

Amongst many outstanding achievements are those of: Nes Hirst Ashuach (2A* 2A), Natalie Sternberg (2A*1B), Joel Becker (A*AB), Dom Michaelson (A*AB), Rosalyn Frances A*AB, Bobbie Plant 3A.

We are also delighted by the AS results achieved by Year 12, who have been at JCoSS for one academic year. Notable achievements are from two pairs of twins, Maya and Tamar Moshkovitz, and Daniel and Nathan Graff who achieved 15 A grades and 2 B grades collectively. Other high achievers include Jay Engleman, Danny Driver, Nicole Segal and Zachary Cohen who all achieved 3 or more A grades at AS level.

Abigail (AAB) Sociology, Psychology and Media Studies

"For the first time ever in my school career, JCoSS helped me believe that I could achieve the grades that I wanted to. The teachers never gave up hope and were always there when we needed their help/advice. JCoSS made me enjoy going to school and I looked forward to my lessons because I knew there would never be two lessons that were the same."

Nes (A*A*AA) Maths, Physics, Chemistry and Further Maths

"My teachers at JCoSS were supportive, encouraging and stretched me in order to achieve the grades I needed for a straight MSc in natural science at UCL."

Mark (AAB) Psychology, Business Studies and History

"Teachers gave us individual help whenever we needed it. They were very informative and knew a lot about their subjects and the course."

Dominic (A*AB) Sociology, Media Studies and Geography

"The teachers were amazing with everything, especially the support they provided with the UCAS applications."

Natalie (A*A*B) Sociology, Drama and Media Studies

"JCoSS gave me a lot of support and encouragement. Teachers gave extra tuitions for each topic, additional notes and learning materials, had various visitors in to give advice with revision and how to cope with exam stress, gave up a lot of their time and made themselves approachable to ensure their students felt ready and were able to succeed."

Yonatan (A*BCC) Ivrit, Geography, Spanish and RS

"I enjoyed the range of people I met and their respective takes on Judaism."

Jazz (AAB) English, Media Studies and History

"My decision to go to JCoSS was undoubtedly one of the best I have ever made and my experiences there have certainly influenced me as a person and given me the greatest foundation that any school could ever have given me to build on in the future."

Enrich

The JCoSS environment enriches 6th form students with a wealth of opportunities both in and out of the classroom, so that they are well grounded, well rounded and well equipped to apply for the next stages of their career.

We are the only Jewish 6th form in the UK with a cross communal ethos. We embrace students from all Jewish backgrounds and integrate the full spectrum into the heart of school life. Whether moving up from our own Year 11, or joining us from other Jewish or non-Jewish schools, JCoSS students have new opportunities to explore their Jewish understanding and identity afresh, as well as the chance to broaden their links with the community.

JCoSS has unrivalled facilities available to the 6th form. As well as the state-of-the-art facilities that our current students have come to enjoy, from 2015/16 we will have a new 6th form Centre, including study & common room facilities and a 6th form cafeteria.

6th formers have excellent opportunities for leadership experience within JCoSS, through Head Boy and Girl positions, prefect roles, peer mentoring, subject ambassador roles, volunteering and many other extra-curricular routes.

Our social action programme gives our students great life experiences which help to build character, add impressive skills to a UCAS form or CV, and at the same time help others in the community. Students choose from a menu of activities or can suggest their own; examples include helping children with special educational needs, working in a Care Home, or environmental work in the local area. This dedication demonstrates to employers, universities and the wider community that every JCoSS student is responsible, outward looking and committed to Tikkun Olam – Repairing our World.



Inspire

We seek to inspire brilliance in all our students.

Our hope is that, shaped by the knowledge, good values and self-motivation they have gained at JCoSS, they will go on to inspire others in their lives beyond the 6th form.

Our teachers, including a dedicated independent Head of Careers, give substantial individual support to enable students to choose the right directions after 6th form. Careers education, guidance and support is given via one-to-one interviews in all aspects of Post-school choices, including university, apprenticeships, gap years and employment.

Our staff have great experience helping students to make successful applications to all kinds of university courses, including the most competitive. We have dedicated advisors to support students applying to Oxbridge and for Medicine. Choosing the right campus, planning finances and thinking about a new life ahead is a lot to consider. We offer plenty of formal and informal advice to ensure students are ready, and feel ready. We start preparations for this exciting next step early so that all can enjoy the process and make mature decisions with confidence.

Following AS examinations in Year 12, students participate in a work shadowing programme or have opportunities to undertake volunteering organised through Norwood, in local communities and charities.



Choosing

the right pathway for you

From 2015 JCoSS offers 3 pathways, designed to complement the individuality of our students with a variety of types of learning.

We offer A level and BTEC qualifications: the differences are set out below:

A Levels adopt a subject-based approach, with exams at the end of the course. They usually take two years' full-time education in Years 12 and 13. Students will take AS exams at the end of Year 12 to help them decide subject choices for Year 13.

Students who take A Levels need to be comfortable performing in exams as well as coursework, and in learning and retaining information. They should be happy undertaking independent research and making their own detailed notes, reading and writing complete extended pieces.

BTEC is a highly-respected A Level-equivalent, offering a mix of theory and practical work. They usually take 2 years' study, with a variety of methods of assessment. A BTEC Subsidiary Diploma has the same value and study time as an A level; a Diploma is equivalent to 2 A levels.

Students who take BTECs tend to work better at practical coursework than in exams, are comfortable working and being assessed in groups, are able to meet deadlines, wish to gain more knowledge about working in a specific industry and to gain practical as well as theoretical skills.

Both qualifications are highly regarded and are widely accepted routes to elite universities, although individual Higher Education courses and institutions have different entry criteria.

Please note: we expect to run the courses listed in this guide, but each one only runs subject to minimum numbers. Where a course cannot run, students will be offered a suitable alternative and advice and guidance will be available as necessary.



Our Three Pathways:

A Level Pathway

Entry Qualifications: A minimum of 6 B grades at GCSE (including both Mathematics and English Language at grade C or above)
NB individual subjects may have additional requirements

Year 12 Programme: 4 subjects studied to AS exam in the summer

Year 13 Programme: 3 or 4 subjects studied to A Level exam in the summer

Typical Post School Destination: University

Blended Pathway

Entry Qualifications: Typically 5 GCSEs at grade C or above, including 3-4 at grade B or above
NB individual subjects may have additional requirements

Year 12 Programme: BTEC Subsidiary Diploma (=1 A level) plus 2 AS levels
or BTEC Diploma (= 2 A levels) plus 1 AS level

Students will be expected to do the Extended Project Qualification on this pathway

Year 13 Programme: As the Year 12 programme above

Typical Post School Destination: University

Vocational Pathway

Entry Qualifications: 5 GCSEs at grade C or above

Year 12 Programme: BTEC Diploma (=2 A levels) plus BTEC Subsidiary Diploma (= 1 A level)

Year 13 Programme: As the Year 12 programme above

Typical Post School Destination: University or Employment/Apprenticeship

Extra Curricular

Activity list

6th Form Variety Night/
JCoSS has Talent

'A Mitzvah a Week'
community service
programme-volunteering

Amnesty international

Basketball

Beit Midrash

Chess club

Choir

Creative writing

Current Affairs

Debating and public
speaking society

Duke of Edinburgh

Elite Sports Programme

Extended Project
Qualification (EPQ)-Level 3

External Lecture Programme

Film Club

Football

Geography Club

Guitar Surgery

Gym Club

History and Politics Society

IFS Student Investor
Challenge

Instrumental and Singing
Lessons

Interfaith Action group

Inter-form Sports
competitions

Israel Club

IT workshop

Italian Cinema Club

Jazz band

JCoSS Alumni Society

Journalism Scheme and
school magazine

Krav Maga

Latin

Maths, Science and
Languages Ambassadors
Programme

Medical Society

Modern Israeli dance

Netball

Norwood Volunteering
Scheme

Orchestra

Oxbridge Programme

Peer Mentoring

Philosophy society

Physics Club

Poetry/Literary society

Primary School Volunteering
Programme

PSRP Ambassadors

Robotics

Rock Band

School Production

Sports Leadership Activities

Student Leadership
Programme

Table Tennis

Theatre Society

Trampolineing

Trips-New York, Poland etc

Tzedukah Society

Work Shadowing Week

Workshop Machine Practice

Young Enterprise

Zumba



FAQs

How is the curriculum organised in the Sixth Form?

Our Sixth form curriculum has been designed to best meet the needs of all of our students as far as is possible.

There are three Pathways within the Sixth Form Curriculum:

Pathway 1: Vocational Pathway. Students on this Pathway will choose from a combination of BTEC Subsidiary Diplomas (qualification equivalent to one A Level over 2 years) and BTEC Diploma courses (equivalent to two A Levels over 2 Years). They will be expected also to re-sit GCSE English and/or Mathematics if they have not yet attained a C grade in this subject.

Pathway 2: Blended Pathway. Students on this Pathway will be able to combine BTEC courses with some A Level subjects, or take a reduced A level load combined with the Level 3 Extended Project Qualification.

Pathway 3: A Level Pathway. Students on this Pathway will be expected to take 4 AS level subjects in Year 12. They will then continue 3 or occasionally 4 of these subjects to A2 level in Year 13.

Students following any of the above pathways will also have timetabled classes in Kvutzah (PHSE) and Jewish Education each for an hour per week.

What are the entry requirements for the different pathways?

Pathway 1: Students following the Vocational pathway will require a minimum of 5 A*-C grades at GCSE.

Pathway 2: Students following the Blended Pathway will require a minimum of 5A*-C grades at GCSE plus at least a B grade in the subject(s) that they want to take up at AS Level (or a suitably related subject). Please refer to the Course guide section for the individual AS subject requirements.

Pathway 3: Students following the A Level pathway will require a Minimum of 6B grades at GCSE (including both Mathematics and English Language at grade C or above). We reserve the right to reconsider choice of courses in the light of the GCSE results of successful applicants. Courses will run subject to demand.

How do A Levels and BTECs work at JCoSS?

Students on Pathway 3 will be expected to sit AS examinations in all 4 of their subjects at the end of Year 12, with most students continuing 3 of these subjects onto full A-Levels in Year 13.

Students following Pathways 1 and 2, whereby they will be following 3 AS courses or the equivalent in BTECS in Year 12, will be required to continue all of these courses on into Year 13.

AS and A2 courses are on the whole examined through externally assessed Public Examinations (although a few courses will have controlled assessments, or coursework elements to them – please refer to the course guide for further information)

BTEC courses are on the whole examined through coursework completed by the student throughout the academic year.

At A level Grades are awarded from A to E and there is an A* grade for full A Levels: this is awarded to candidates who score 90% or above across their two A2 modules, and an A grade across all AS and A2 modules they sit.

What choices are available?

There is a wide choice of subjects available at AS and BTEC level. They are arranged into blocks, and you will need to choose one from each block so that we can construct a suitable timetable.

Before deciding upon courses to take, you should look at the list of subject requirements for university courses. Up-to-date information on university requirements can be found at www.ucas.com

We will advise you on sensible combinations that suit you and in which you are most likely to succeed. This may mean some compromises!

When do I have to decide upon my Post-16 subjects? What if I change my mind?

You must tell us your choices when you apply. We may be able to accommodate changes later but cannot guarantee this because of staffing and timetabling implications.

Such changes can only be made if the new choice fits with the timetable and if there is room in the appropriate class. All courses will run subject to demand

What about University Entrance?

JCoSS is rightly proud of its record in providing students with first class careers advice, whether in helping students attain places at the very best universities (where many of our students go), or other alternatives including employment and Apprenticeships. With specific co-ordinators for Oxbridge and Medical applications, as well as a staff with huge experience of the UCAS process, we ensure that every student receives the best advice to realise their potential. Every student has a one-to-one interview with our dedicated impartial Careers Advisor and is guided step-by-step through the whole programme which is further enriched by key external speakers, careers events and visits.

What facilities are provided for 6th formers?

The facilities and resources available to JCoSS 6th form students are truly outstanding. These facilities will be further expanded in 2015-6 to include a large dedicated Sixth Form area within the school, a coffee shop, access to a multigym and much more.

Enrichment activities:

The extensive range of enrichment activities on offer to 6th form students at JCoSS can be found in the pages of this prospectus. From opportunities to be involved in countless clubs and societies, to educational trips on a local, national and international level; from work shadowing and volunteering to student leadership positions, students have a comprehensive range of enrichment activities that are second to none.



Course Guide

Courses that we offer

A-Level:

Art	Government and Politics
Biology	History
Business Studies	Maths
Chemistry	Further Maths
Computer Science	Media Studies
Design Technology	Modern Hebrew
Drama	Music
Economics	Photography
English Lang and Lit	Physics
English Literature	Psychology
Film Studies	Religious Studies
Food Technology	Sociology
French	Spanish
Geography	

BTEC:

Business Studies	IT
Creative Media	Music Technology
Health and Social Care	PE



ART AND DESIGN A LEVEL

Examination Board and Course Number
Edexcel AS and A2 - 3690

Course Content

'There is a strong instinct in me to draw and describe the things I love...a sort of instinct, like that of eating and drinking.' (John Ruskin)

Art and Design is a mode of expression and communication, concerned with visual perception and aesthetic experience. It forms a language alongside those used by literary, mathematical, or scientific subjects. Most of the work for this course is studio based: through practical and contextual studies you will develop practical and theoretical understanding of materials, processes, resources and technologies, and understanding of continuity and change in different genres, styles and traditions. The course nurtures creative and intellectual skills for imaginative growth and is an excellent complement to many other areas of study; teaching you to be analytical, solve problems creatively and grow in cultural awareness.

The AS course consists of Units 1 and 2. Units 3 and 4 are A2 Units:

Unit 1: Art and Design Coursework (60% of AS marks)

Students generate practical work, ideas and research from primary and contextual sources. They experiment with media and processes based on ideas developed from their own starting points, and develop and refine their ideas to produce practical outcomes. These are presented with supporting studies to explain their work.

Unit 2: Art and Design Externally Set Assignment (40% of AS marks)

Students take an 8-hour exam with an externally set theme, which draws together all the key ideas of the AS course. The paper gives one broad-based thematic starting point. The delivery of this unit is planned with teacher guidance during the preparatory period, encouraging independence in the development of ideas, intentions and response.

Unit 3: A2 Art and Design Coursework (60% of A2 marks)

This unit incorporates two linked elements – practical work and personal study – each with separate final outcomes. The investigation and development for both is shown through supporting sketchbook studies. Students submit a linked personal study of 1000-3000 words and practical outcome(s) based on themes and starting matter developed from personal starting points.

Unit 4: A2 Art and Design Externally Set Assignment (40% of A2 marks)

The Externally Set Assignment is the culmination of the course. The paper consists of one broad-based thematic starting point like the AS Assignment and with similar teacher guidance in preparation, completed in a 12-hour timed examination.

Assessment

Assessment is based on the Coursework project (sketchbook/studio based) and Externally Set Assignments (8 or 12 hour examinations). At A2, students are also assessed on the Personal Study.

Expectations

To be accepted onto the course you will need at least a B grade at GCSE in Art. The course demands a willingness to contribute to lessons, experiment and take risks; an ability to sustain investigations; and a desire to develop visual skills, creativity and imagination. It is expected that you have some experience of using art materials and processes, together with some knowledge of contemporary and historical art and design. You will be set independent learning tasks every week and will also be expected to visit galleries, museums, workshops and studios. Most importantly, you should have a commitment to, and love for, the subject!

BUSINESS STUDIES A LEVEL

Examination Board and Course Number
Edexcel 8BS0 (AS) & 9BS0 (A2)

Course Content

Business Studies is the analysis of decision-making against a background of risk. We look at how business leaders take decisions in the areas of marketing, finance, human resources and production. We investigate the concept of leadership and we consider the factors which lead to business success and those which lead to failure. The subject is certainly a good choice for anyone interested in a business career but other students will also benefit from it. Most, if not all of us, will work in or for organisations and this subject affords students an understanding of how teams and organisations are managed.

The course consists of four themes:

Theme 1: Marketing and People

This is the study of the marketing mix, meeting customer needs, analysing the market, managing people and what makes a good entrepreneur and what makes an effective leader.

Theme 2: Managing Business Activities

Students learn about how finance is raised, financial planning and management, resource management and the external influences on business.

Theme 3: Business Decisions and Strategy

Students learn about the formation of objectives and strategy. The way decisions are taken and the influences on decisions. Also included is the study of the ways businesses grow, ways to assess competitiveness and the ways in which change is managed.

Theme 4: Global Business

This theme explores the impact of globalisation and the ways in which businesses can expand and market themselves overseas. It also covers the study of multinationals.

Assessment

AS Business Studies

Paper 1: Marketing and People

Will be a 1 hour and 30 minute exam worth 50% of the final AS grade. It covers themes 1 and 2 and comprises two data questions and an essay.

Paper 2: Managing Business Activities

Will be a 1 hour and 30 minute exam worth 50% of the final AS grade. It covers both themes 1 and 2 and comprises two data questions and an essay question.

A-Level Business Studies

Paper 1: Marketing, People and Global Businesses

Will be a 2 hour written examination worth 35% of the final grade. It covers Themes 1 and 4. It will include one data response question and one extended open-response essay question.

Paper 2: Business Activities, Decisions and Strategy

Will be a 2-hour written examination worth 35% of the final grade. It will cover Themes 2 and 3. It will include one data response questions and one extended open-response essay question.

Paper 3: Investigating Business in a Competitive Environment

Will be a 2-hour written examination worth 30% of the final grade. It will cover material from all four themes and will be based on a pre-released context document from the exam board. It will include one data response question and one extended open-response essay question.

Expectations

To be accepted onto the course students need at least a B grade at GCSE in Maths and B in English.

Students need to be thoughtful and prepared to participate in discussion. An interest in the world of business is essential. Keeping up-to-date with developments in business news is also highly recommended. A clear written style is important and this subject should help students develop skills in data-analysis as well as essay writing.

BUSINESS BTEC

Examination Board - Edexcel

Course Content

BTEC Business is a vocational course which gives students the opportunity to develop their portfolio of work-related skills. It is a good preparation for employment post sixth-form but could also support a student looking to apply to university. Students learn about a range of key business issues, developing their skills of research, presentation, numerical analysis and communication. Their independent research projects resemble reports written in businesses that follow an investigation.

The course consists of six to twelve units of study:

The Diploma, equivalent to two A-levels, includes the following mandatory units:

The Business Environment – the different types of business and the main forces that impact upon them

Business Resources – the ways in which businesses manage human, physical, technical and financial resources

Introduction to Marketing – how businesses make use of market research and the marketing mix

Business Communication – the ways in which businesses collect and manage information

A further eight units are chosen from a range of areas including:

Accounting

Marketing

Human resources

Management

Law

Administration

Logistics

Retail

Assessment

Each unit of study is assessed via a research project undertaken by the students. They will have to investigate areas of business and carry out tasks to demonstrate their understanding. This could include carrying out market research, researching the forms of communication in a business or reviewing a set of accounts.

There is no examination.

Expectations

Students need to be self-motivated and able to work on extended research projects. Organisation and presentation skills are important as is an enthusiasm to learn about business. Links to organisations and the opportunity to undertake work experience will prove very useful in helping students relate what they study to actual practice.

COMPUTER SCIENCE A LEVEL

Examination Board and Course Number

OCR H046 (AS) & H446 (A2)

Course Content

Computer Science is a creative and exciting subject which challenges students to use their ingenuity to solve problems using code. The academic principles of computing are applied to real-world systems developing computational thinking, skills of system design and the understanding of the power and limits of human and machine intelligence.

The A-level course consists of the following topics

Computing Principles covers topics such as operating systems, data types and structures, Boolean algebra and legal and ethical issues.

Algorithms and Problem Solving covers computational thinking, programming techniques, software development methodologies, pattern recognition, abstraction and decompositions and algorithms.

The programming project challenges students to solve a complex user-driven problem by designing, implementing and evaluating a solution. Students will explore a range of programming languages such as Python, Javascript and Visual Basic.

Assessment

Assessment at AS level is by way of two exams which are both 1 hour and 15 minutes

Paper 1: Computing principles

Paper 2: Algorithms and problem solving

Each paper comprises short and longer answer questions and is worth 50% of the AS grade.

Assessment at A2 level is by way of two two-and-a-half hour exams and one project.

Paper 1: Computer systems

Paper 2: Algorithms and programming

Project: Programming

Each paper is worth 40% of the final grade and the project is worth 20%

Expectations

To be accepted onto the course students need at least a grade B in GCSE Maths. The course will require mathematical skills when solving problems. GCSE Computing is not necessary but will be helpful.

The course demands good levels of problem-solving and creativity. You will be expected to develop your programming skills independently.

Students who choose this course should have spent some time learning to code to determine whether it is a subject they will enjoy. This might be by learning code in languages such as Python via interactive websites such as Codecademy and Code Avengers.

CREATIVE MEDIA BTEC

Examination Board - Edexcel

Course Content

BTEC Creative Media is a vocational course which gives students the opportunity to develop their portfolio of work-related skills. It is a good preparation for employment post sixth-form but could also support a student looking to apply to university.

Media is ever-changing with new technology leading its development. You will explore a range of digital media and moving image industries. You will devise exciting and creative solutions to projects, through the use of a variety of video and digital media technology. You will be given the opportunity to specialise in digital media or moving image in a variety of projects.

The Diploma course, equivalent to two A-Levels, consists of twelve units of study

The course will focus on:

Film production

Structure and analysis of the media industry

Design using software packages including Photoshop and InDesign

Advertising, TV, radio and magazine industries

Photography, page layout and design.

On the course you will:

Create a range of digital media solutions through a variety of projects

Make posters, title sequences, films and web pages

Research current industry practices and visit TV studios and screenings

Make your own film products

Improve your communication skills

Be offered opportunities for work-based learning and work experience.

Assessment

Each unit of study is assessed via a practical project undertaken by the students.

You will be expected to create a portfolio that will contain work relating to film production, media theory and multi-media assignments.

Expectations

Students need to be self-motivated and able to work on extended research and practical projects. Organisation and presentation skills are important as is an enthusiasm to learn about and create Media. A Grade C in English Language is required to take this course.

DESIGN TECHNOLOGY A LEVEL

Examination Board and Course number

WJEC AS (2111) A2 (3111)

Course Content

A course in Design and Technology offers a unique opportunity for students to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Design and Technology develops students' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

The AS course consists of Units DT1 and DT2. Units DT3 and DT4 are A2 Units:

DT1: Examination Paper (20% 2 Hours)

This paper will contain two sections which will assess candidates' knowledge and understanding drawn from the subject content for one focus area listed under:

4.1.1 Designing and innovation; 4.1.2 Product analysis;

4.2.1 Materials and components; 4.2.2 Industrial and commercial practice.

Section A questions require short answers: Section B questions require open-ended, essay type responses.

DT2: Design and Make Task (30% approximately 40 Hours)

Candidates will submit one design and make task which will satisfy the AS assessment criteria.

DT3: Examination Paper (20%, 2.5 Hours)

This paper consists of three sections and will assess candidates' knowledge and understanding drawn from the whole subject content of one focus area. Section A and B questions require short answers and Section C questions require open-ended essay type responses and will specifically address the subject specification content listed under:

4.1.1 Designing and innovation; 4.1.2 Product analysis;

4.1.3 Human responsibility; 4.1.4 Public interaction;

4.2.1 Materials and components; 4.2.2 Industrial and commercial practice.

4.2.3 Processes; 4.2.4 Production systems and control

DT4: Major Project (30%, approximately 60 Hours)

Candidates will undertake a single substantial project. Each year the WJEC will set eight themes for the project, though candidates may also submit their own proposals for approval. The project requires candidates to demonstrate the integration of designing and making skills and knowledge and understanding. Candidates will submit a major project which will satisfy the A level assessment criteria.

Assessment

Assessment at AS and A2 consists of examination and major project units. Examinations are externally assessed by the WJEC and major projects are marked by the centre and moderated by the WJEC.

Expectations

To be accepted onto the course you will need at least a B grade at GCSE in Design & Technology.

Design and Technology requires a genuine interest in solving problems through innovative and creative solutions. You need to be able to work independently and sustain an investigation. Independent attendance at museums and exhibitions is essential to inspire ideas and keep up to date with current materials and technologies.

DRAMA AND THEATRE STUDIES A LEVEL

Examination Board and Course Number
Edexcel AS (8DR01) and A2 (9DR01)

Course Content

The AS course focuses on working with plays from the point of view of a director, designer, performer and critic. As well as developing performing and analytical skills, students acquire knowledge and understanding of the language of drama and theatre. At A2 students extend the knowledge, skills and understanding gained at AS by applying what they have learned in their own creative work. In the role of director students are required to explore a set text, operating at a demanding intellectual level as well as at a highly skilled practical level. The course gives you a thorough understanding of drama and theatre, highly toned analytical and creative skills and an ability to communicate effectively with others.

The AS course consists of Units 1 and 2. Units 3 and 4 are A2 Units:

Unit 1: Exploration of Drama and Theatre (40% of AS marks)

An introduction to the content of plays written for the theatre. Students learn how to analyse plays in a variety of ways and become familiar with the way they can be interpreted in performance.

Unit 2: Theatre Text in Performance (60% of AS marks)

A chance to demonstrate skills in a performance environment. The knowledge and understanding gained during the study of two plays in Unit 1 is applied to deliver a performance to an audience.

Unit 3: Exploration of Dramatic Performance (60% of A2 marks)

The creation of a unique and original piece of theatre. The skills gained at AS are applied to a created production. Students are assessed on both the process of creation and the finished product in the form of a performance to an invited audience.

Unit 4: Theatre Text in Context (40% of A2 marks)

This externally examined written unit requires the detailed study of one set play text and one prescribed historical period of theatrical development.

Assessment

Unit 1 is internally assessed. Students submit a set of Exploration Notes on 2 contrasting play texts explored in a practical and active way, plus an evaluation of a live theatre performance.

Unit 2 performances are externally assessed: Section 1 – a monologue or duologue; Section 2 – performance of a scripted play by a known writer. Students offer either acting or design and also provide a concept of the interpretation of their work.

Unit 3 is internally assessed. A performance to an invited audience is complemented by a Supporting Written Evidence Document on the research and development of the devised work. Within this, students complete an evaluation on both the process and performance.

Unit 4 is externally assessed and takes the form of a 2 hour and 30 minute written paper in three sections.

Expectations

To be accepted onto the course students usually need at least a B grade at GCSE in Drama or Expressive Arts. Independent learning tasks will be set as practice for the A2 written examination. Students will also be expected to maintain consistently a journal of the practical work, in order to produce the Exploration Notes and the Supporting Written Evidence Document. Independent attendance at as much live theatre as possible is necessary in order to research, understand and develop the craft of theatre directing and design and to meet the requirements of the A2 written examination.

ECONOMICS A LEVEL

Examination Board and Course Number
AQA 7135 (AS) & 7136 (A2)

Course Content

Economics is the study of how society manages the challenge of scarcity. We have infinite wants and needs but only finite resources. What should we make and who should get what? Economics lies behind many of the headlines that we read every day; it is clearly a significant factor in the worlds of politics, business and global development. It considers key issues such as poverty and environmental damage. The study of Economics also helps students develop their skills of analysing and solving problems. It is an engaging discipline which helps students develop their ability to reason and develop arguments.

The A-level course consists of the following topics:

Microeconomics covers the fundamental economic problem of scarcity given society's resources. It covers the role of supply and demand in price determination. Students also investigate the impact of competition in business on market outcomes – the way in which monopolies, for example affect consumers and other businesses. The study of income distribution and inequality as well as the way in which markets fail conclude the topics for this section.

This topic allows us to investigate questions such as “Why are house prices so high?”, “Can pollution effectively be controlled?” and “Should governments interfere with markets?”

Macroeconomics covers the objectives of government policy. Students investigate how economic performance is measured, finance markets, fiscal and monetary policies and the international economy.

We investigate questions such as: “What are the consequences of unemployment?”, “What are the problems caused by inflation and deflation?” and “How are we affected by the world economy?” This topic helps us look at the role of government and we consider its use of taxation and public spending to manage the economy and achieve its objectives.

Assessment

Assessment at AS level is by way of two exams.

Paper 1: The operation of markets and market failure is an hour and a half.

Paper 2: The national economy in a global context is an hour and a half.

Each paper comprises Section A: 20 multiple choice questions and Section B: data response requiring written answers. Each paper is worth 50% of the AS grade.

Assessment at A-level is by way of three exams.

Papers 1 and 2 are each 2 hours long and comprise one data response question and an essay question. Paper 1 is microeconomics and Paper 2 is macroeconomics.

Paper 3 is a synoptic paper which covers the whole syllabus. It is 2 hours. It comprises 30 multiple choice questions and essay questions based on a case study.

Each paper is worth one third of the final grade.

Expectations

To be accepted onto the course students need at least a B grade at GCSE in Maths and a B grade in English.

The course demands good skills of analysis, a willingness to contribute to discussion and the ability to express yourself clearly and precisely in writing. You will be set independent learning tasks every week and will also be expected to carry out your own reading – a quality newspaper every day to keep abreast of Economics issues in the news, and academic books on the subject as well. An interest in current affairs is ideal.

ENGLISH LANGUAGE AND LITERATURE A LEVEL

Examination Board and Course Number
AQA Specification AS (7706) and A2 (7707)

Course Content

Do you enjoy studying both literary and non-literary texts, picking apart language in detail and transforming texts through your own creative writing? Then this is the course for you. English Language and Literature draws on the academic field of linguistics in order to create an integrated English Language and Literature course. Using literary and linguistic concepts and methods you will analyse a wide range of texts in a range of modes and genres, gaining insights into the nature of different discourses and ideas about creativity. The skills involved will effectively engage students and help you to develop the key critical, creative and analytical skills required both for progression to university and for enhanced employability. We are offering AS and A Level courses in English Language and Literature which will be co-taught.

AS Level

Paper 1: Views and Voices (50% of AS mark)

Written exam: 1 hour 30 minutes (closed book)

Section A - Imagined Worlds (30 % of AS mark)

In this unit you will look at points of view and genre in narratives. You will study one prose text from the fantasy genre.

Section B - Poetic Voices (20% of AS mark)

In this unit you will explore the forms and functions of poetic voice through a selection of poetry by one set poet.

Paper 2: People and Places (50% of AS mark)

Written exam: 1 hour 30 minutes (closed book)

Section A – Remembered Places (27% of AS mark)

In this unit you will look at the representation of place using an Anthology entitled Paris, which places particular emphasis on non-fiction and non-literary texts.

Section B – Re-Creative Writing (23% of AS mark)

This section of the exam will require students to adapt and shape original material from the Paris anthology into a new genre. It also requires students to write a critical commentary, evaluating their own writing.

A Level

Paper 1: Telling Stories (40% of A Level)

Written exam: 3 hours (open book with the exception of the Remembered Places question which is closed book)

Although this paper combines most of the AS content from Paper 1 and 2, the A Level paper requires a deeper application of knowledge and skills which is reflected in the question format and style. The re-creative writing section is not included in this exam.

Paper 2: Exploring Conflict (40% of A Level)

Written exam: 2 hours and 30 minutes (open book)

Section A – Writing about Society

In this unit you will look at the role of the individual in society through the study of one prose text which will culminate in a re-creative writing task and critical commentary where you will evaluate your own writing.

Section B – Dramatic Encounters

This section of the course explores a play with particular focus on spoken language in relation to positions of power.

Non-exam assessment: Making Connections (20% of A Level)

Coursework: 2,500-3,000 words.

This unit includes an independent investigation on a chosen theme or study of literary or linguistic feature in relation to a chosen text. Students will need to include research and relate their investigation to both literary and non-literary discourse.

Expectations

To be accepted onto the course students need at least a B grade at both English Language and English Literature GCSE. The course demands good essay writing skills and a willingness to contribute to discussion. You will be expected to prepare aspects of the texts for presentation in class. You need to enjoy reading and be willing to read independently beyond the set texts.

ENGLISH LITERATURE A LEVEL

Examination Board and Course Number
AQA Specification A AS (7711) and A2 (7712)

Course Content

Do you enjoy reading, discussing what you have read and writing about your own interpretations? Then this is the course for you. English Literature offers you the opportunity to study in detail a range of texts taken from different time periods and across literary genres. You are encouraged to analyse texts from a variety of perspectives and to debate the meaning of texts in order to arrive at a real understanding of them. English Literature is highly regarded by universities and combines especially well with History, Politics and social sciences, though it also provides a useful balance to Science or Maths. We are offering both AS and A Level courses in English Literature.

AS Level

The aim of this topic area is to explore aspects of a central literary theme as seen through the ages.

Paper 1: Love through the Ages: Shakespeare and Poetry (50% of AS mark)

Written exam: 1 hour 30 minutes (closed book)

You will study two texts: one Shakespeare play and one poetry anthology

Paper 2: Love through the Ages: Prose (50% of AS mark)

Open book, written exam: 1 hour 30 minutes

You will study two texts and answer a question on an unseen prose extract.

A Level

Paper 1: Love through the Ages: Shakespeare and Poetry (40% of A Level mark)

The aim of this topic area is to explore aspects of a central literary theme as seen through the ages.

Written exam: 3 hours (open book for one section only)

You will study three texts: one Shakespeare play, one pre-1900 prose text and one poetry anthology

Paper 2: Texts in Shared Contexts (40% of A Level mark)

The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time

Written exam: 2 hours 30 minutes (open book)

You will study three texts, one poetry, one prose and one drama, one of which must be written post-2000. You will also answer a question on an unseen extract.

Paper 3: Independent Critical Study: Texts across Time (20% of A Level mark)

The focus of this component is for independent study and autonomous reading.

Coursework – 2500 words

You will write a comparative critical study of two texts: one must be pre-1900 and two different authors must be considered

Expectations

To be accepted onto the course, you will need at least a B grade at both English Language and English Literature GCSE. The course demands good essay writing skills and a willingness to contribute to discussion. You will be expected to prepare aspects of the texts for presentation in class. You need to enjoy reading and be willing to read widely, beyond the set texts, to explore the topics being studied.

FILM STUDIES A LEVEL

Examination Board - WJEC

Course Content

Film Studies combines analytical skills, with attention to detail and a critical eye. It also enables students to develop film-making skills, focusing on direction, cinematography and editing. Students study film industries (including British & Hollywood), film audiences as well as comparing two American films (currently teen films), British crime films, popular films and audience reaction as well as European cinema and a single film study. A2 students will study an auteur director of their own choice. Students will also analyse scenes from a film of their choice and make films in both year 12 and 13.

The course consists of an exam and a controlled assessment for both AS and A Level

In the AS year you will study producers and audiences through the British and Hollywood film industries and investigate the leading contemporary issues.

You will study how British Film examines our identity as a nation and closely examine American society through two films from differing times. The coursework gives an opportunity for the independent analysis of any feature film and the opportunity to construct and visualise an original film concept.

The A2 year introduces students to the diverse range of film forms and styles developed in different places throughout the history of cinema. In giving students the opportunity to study significant film movements and aspects of national cinemas, it is intended that an interest in film culture will be fostered.

The coursework is formed of an independent research project

Assessment

AS: 60% exam, 40% controlled assessment (film & reflective analysis, analysis of sequence)

A2: 50% exam, 50% controlled assessment (film, auteur investigation)

Expectations

To be accepted onto the course students need at least a B grade in English Language GCSE.

The course requires students to work independently and creatively. You will already have a keen interest in film, either through watching films on a regular basis, producing them, or both! You will be expected to approach tasks analytically and to be able to express your ideas clearly in writing.

FOOD TECHNOLOGY A LEVEL

Examination Board and Course number

AQA AS and A2 – 2540

Course Content

Good food is a global thing and I find that there is always something new and amazing to learn – Jamie Oliver.

A recipe has no soul. You as the cook must bring soul to the recipe – Thomas Keller

A Level Food Technology gives students the opportunity to study the full spectrum of food. It encourages students to take a broad view of design and technology, and food science and nutrition, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing.

The course consists of 4 units. Units 1 and 2 are AS Units. Units 3 and 4 are A2 Units.

Unit 1: Food 1 – Materials, Components and Application (50% of AS, 25% of A2)

During this unit students will develop an understanding of the physical properties of a broad range of ingredients and components and they will learn why these are used in specific applications. Students should develop a good understanding of the methods by which ingredients and components can be manipulated to make products. Through study and first-hand experience in practical project work, students will also develop knowledge of the health and safety issues relevant to working with materials. This unit is assessed through a 2-hour written examination.

Unit 2: Food 2 – Learning Through Designing and Making (50% of AS, 25% of A2)

This unit is a design and make coursework unit where students apply their knowledge and understanding of the AS subject content to the designing and making of their own projects. In this unit students will consider designing and making in a human context. This unit is internally marked and moderated by the examination board.

Unit 3: Food 3 – Design and Manufacture (25% of A2)

During this unit students will learn about food science, processes and manufacture. They will draw upon their knowledge and understanding gained during the AS, developing this further through projects completed during the A2 and a further study of how materials and components play a major part in the application of food science and nutritional principles, the beneficial and detrimental effect of micro-organisms and enzymes, issues affecting the design of new products and the application of specific production processes and legislation relating to these. Students will also develop the understanding of the presence of existing products and how they can be further developed and marketed.

Unit 4: Food 4 – Designing and Making Practice (25% of A2)

This unit is a design and make coursework unit where students apply their knowledge and understanding of the AS and A2 subject content to the designing and manufacture of their own project. In this unit students will consider designing and making in a human context. This unit is internally marked and moderated by the examination board.

Assessment

Assessment is based on the 4 units. Units 1 and 3 are examination based units and are marked externally by AQA. Units 2 and 4 are coursework based units and are internally marked and moderated by the examination board.

Expectations

This course is for you if you enjoy developing practical food skills and learning through a wide variety of teaching styles. You should have studied Food Technology at GCSE and achieved a minimum of a B grade. A good working knowledge of Science is advantageous. Good ICT skills are also required to support the presentation of ideas for coursework and to help with the researching and modelling of products. The course demands a willingness to contribute to lessons, experiment, take risks and work independently.

You will be required to provide a variety of ingredients for your lessons on a regular basis which does incur costs.

FRENCH A LEVEL

Examination Board and Course Number
AQA AS (FR1651) and A2 (FR2651)

Course Content

With the growth of new technologies our economic, political and cultural horizons have widened dramatically and we now regularly communicate with people all over the world, many of whom do not have English as a first language. French is the main language of over thirty countries and is the second most studied foreign language in the world. If you want to develop your ability to converse in French at a high level and to develop your knowledge of Francophone culture, then French is the course for you. It is a useful bridge between almost all subject areas and combines especially well with Spanish, Mathematics, Geography, History, Business Studies and English.

The AS course consists of Units 1 and 2. Units 3 and 4 are A2 Units:

Unit 1: Listening, Reading and Writing

In this unit students will study a series of cultural issues, including Media, Popular Culture, Health & Lifestyle, and Relationships. Students will examine these themes through contact with French news reports, literature, podcasts and statistics and they will be expected to give informed opinions of each theme. Students will also work on developing a high level of grammatical accuracy.

Unit 2: Speaking

In this unit students choose one of the above topics to form the basis of a discussion with the examiner. During the AS year students will research their chosen topic area so as to create a convincing and justified series of arguments supporting their opinions. Students will also be expected to converse with a good degree of fluency on any two of the other AS topics.

Unit 3: Listening, Reading and Writing

This unit sees students extending their knowledge of contemporary issues through the study of the Environment, Multi-cultural Societies and Contemporary Social Issues. They will also undertake a detailed study of both a French novel and a French language film, researching the themes of the work, the ideas of the author/director and the wider influences upon his/her work.

Unit 4: Speaking

The structure of this unit is similar to that at AS, though at A2 also includes a discussion of both the novel and films studied throughout the year.

Assessment

Assessment at AS is by one written paper which covers three skill areas – listening, reading and writing. The questions require short responses in either French or English. They will also be required to write an essay of a least 200 words on one of the AS topic areas. Students also sit a 15 minute oral examination. At A2 the structure is similar but students must also complete a 300 word essay on either the novel or film they have studied.

Expectations

To be accepted onto this course, a minimum of a B Grade at GCSE in this subject is required. However, it is highly recommended that students have an A or A*.

The course demands good essay writing skills and a willingness to contribute to discussion in a foreign language. You will be set independent learning tasks every week and will also be expected to carry out your own reading in French. Students will be expected to read a quality online newspaper (e.g. *Le Monde*, *Le Figaro*) to keep abreast of current affairs and they will also be expected to spend time each week learning vocabulary and practising new grammar structures.

GEOGRAPHY A LEVEL

Examination Board and Course Number
AQA AS (1031) and A2 (2031)

Course Content

The modern world is a rapidly changing one whose dynamics and issues are multifaceted. From the global to the local, Geography allows you to explore these world issues as active enquirers. It seeks to understand the interaction between human beings and their environments as well as the interdependence of places, people and power. Geography's interdisciplinary strands are scientific, political and philosophical: it is a course for those with a natural curiosity and an all-round skill set, and equips you with indispensable knowledge and skills for the future.

AS course consists of Unit 1 and Unit 2. Units 3 and 4 are A2 Units:

Unit 1 - Section A: Human Geography (GEOG1)

This unit is international in its scope made up of two main topics - Population Change and The Geography of Health. The first looks at how the world's population continues to grow, the reasons behind this growth along with local and global responses. The second considers the geography of two diseases, one infectious disease (HIV) and one non-communicable disease (Heart Disease).

Unit 1 - Section B: Physical Geography (GEOG1)

This unit considers the local and the global and is once again made up of two main topics– Rivers and Hot and Cold Environments. The first focuses on the physical processes associated with rivers along with the huge challenges we face in managing rivers in the face of flooding and in the interest of human welfare. The second considers the global distribution of 'polar environments' along with glacial systems, processes and the future of Antarctica.

Unit 2: Geographical Skills (GEOG2)

This unit will allow students to apply the 'human' and 'physical' geography skills they will have learnt in unit 1 and applied during a school field trip. The unit enables students to develop a wide range of skills from producing cartographic maps to using sophisticated ICT techniques, allowing students a greater degree of independence that will help them prepare for A2 and future studies.

Unit 3: Contemporary Geographical Issues (GEOG3)

Students will complete three units- Plate Tectonics and Associated Hazards, Eco-systems: Change & Challenge and Development & Globalisation. The first unit will consider the natural hazards that face the world today their causes and the impact on peoples' day-to-day lives. Next, students will look at a range of 'eco-systems' in the context of the ever-changing world we live in. The final topic is a more conceptual one, considering 'development' and 'globalisation' in depth in order to enable students to dismiss stereotypes and look at how the world is growing and changing.

Unit 4B: Geographical Issue Evaluation (GEOG4B)

This unit is an issue evaluation exercise. It demands that students get to grips with a 'geographical issue' (to be determined) using a range of geographical skills, and understanding.

Assessment

Assessment at AS is by two exams:

Unit 1: Human & Physical Geography (GEOG1) 2 hour Written Examination (Short Questions & Essay)

Unit 2: Geographical Skills (GEOG2) 1 hour Written Examination (Structures Skills and Generic Fieldwork Questions)

Assessment at A2 is by two exams:

Unit 3: Geographical Issues (GEOG3) 2 hour 30 minutes Written Examination (Short Questions & Essay)

Unit 4B: Geographical Issues Investigation (GEOG4B) 1 hour 30 minutes Written Examination (Structured Short & Extended Questions)

Expectations

To be accepted onto the course students need at least a B grade at GCSE in Maths and English.

The course demands good essay writing skills and a willingness to contribute to discussion. You will be set independent learning tasks every week and will also be expected to carry out your own reading – a quality newspaper every day to keep abreast of geographical issues in the news, as well as academic books, journals and websites on the subject; each student will contribute to the learning of others.

GOVERNMENT AND POLITICS A LEVEL

Examination Board and Course Number
Edexcel AS (8GP01) and A2 (9GP01)

Course Content

“One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors.” (Plato)

Our innovative Government and Politics curriculum has been designed to encourage an interest in the study of politics. It will provide students with a clear working knowledge of a range of political systems and it will also enable students to develop an insight into political beliefs, central to an understanding of the modern world. The curriculum reflects recent political developments, encouraging students to engage with contemporary political debates.

The AS course comprises Units 1 and 2; Units 3 and 4 are A2 units:

Unit 1: People and Politics (AS)

This unit introduces students to the key channels of communication between government and the people. It encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation.

Unit 2: Governing the UK (AS)

This unit introduces students to the major governmental processes within the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions, and of the relationship amongst them in the context of multi-level governance.

Unit 3: Introducing Political Ideologies (A2)

This topic introduces students to the subject of political ideology and examines the major ideas of liberalism, conservatism, socialism and anarchism.

Unit 4: Extended Themes in Political Analysis: Governing the USA (A2)

This unit extends students' understanding of key themes in political analysis. Students will also gain a clear understanding of the way in which the USA is governed allowing them to gain a clear distinction between the practicalities of British and American politics.

Assessment

A variety of modes of assessment will be used, including short-answer questions, stimulus response, extended writing and essays. Students will have a choice of questions within the examinations for each unit. Synoptic assessment will be examined through the essay questions in Units 3 and 4, and will draw on the skills required to analyse conflicting political viewpoints, including the extent of rivalry between these viewpoints and an awareness of the significance of these viewpoints for an understanding of the issue or question.

Expectations

To be accepted onto the course students need at least a B grade at GCSE English and one other essay-based subject such as History, Geography, Sociology or Jewish Education. The course demands good essay writing skills, an interest in current affairs and the willingness to work hard at school and at home. Students will be set independent learning tasks every week and will also be expected to carry-out their own independent reading. Students will be expected to read a quality online newspaper to keep abreast of current-affairs and political developments.

HEALTH AND SOCIAL CARE BTEC

Examination Board - Edexcel

Course Content

This course aims to provide you with some of the knowledge, skills and practical experience to pursue a career or further study in the health and social care sector.

These can include, communication skills, equality and diversity, public health, anatomy and physiology, life stage development, nutrition, promoting health education, sociological perspectives and personal and professional development.

You will also learn about policies/procedures relating to health, safety, security and safeguarding for both vulnerable adults and children.

The qualification has a number of core units

- Developing effective communication in health and social care
- Equality, diversity and rights in health and social care
- Health, safety and security in health and social care
- Development through the life stages
- Fundamentals of anatomy and physiology for health and social care
- Personal and professional development in health and social care

You will also study a number of option units including:

- Working in the health/social care sector
- Caring for individuals with additional needs

This diploma is equivalent to two A-Levels.

Assessment

This course suits people who are interested in working and developing careers with vulnerable people of all ages and abilities in a health and social care capacity. Skills and knowledge will be assessed through a range of practical projects and assignments.

Expectations

Health and social care is one of the largest industry sectors and offers a huge choice of careers. Future opportunities could include careers such as health care assistant, home carer, nurse, social worker & higher education/university courses such as early childhood studies.

As such, we would expect students to be self-motivated, with an interest in and enthusiasm for understanding the practical nature of health and social care.

HISTORY A LEVEL

Exam Board - AQA

Course Content

The past is a fascinating world which holds the key to understanding the present. This course covers international aspects of History as well as early modern British History, and requires students to be historians rather than 'history students'. As such they must be highly analytical, critical consumers of evidence, prepared to ask questions, argue and debate to arrive at their own judgements. Unsurprisingly, history graduates are well-equipped for jobs in politics, law and the media and, beyond this, ready and educated to be well informed members of society.

The course consists of 3 components

Component 1: Breadth Study: The Tudors 1485-1603

The Breadth Study requires the study of an extended period and enables students to develop secure understanding of the process of change over time. Students will consider key social, economic, political and religious changes in England from Henry VII to Elizabeth I, to assess the extent of continuity and change in this dramatic period of England's history. Students will study the development and modernisation of the monarchy, English foreign policy and the course of religious changes during the English reformation. Underpinning this is the study of the role of key individuals and groups and how they were affected by these developments.

Component 2: Depth Study: International Relations and Global Conflict 1890-1941

The Depth Study is focused on a significant period of historical change or development. Students will gain a deep understanding of change and continuity through the study of the interrelationships of a variety of historical perspectives. They will develop detailed knowledge and understanding of key developments and the roles of individuals, groups, ideas and ideology within a narrow chronological framework. Students will focus on international politics surrounding the First and Second World Wars. Students will assess, in depth, the events and individuals leading to global conflict and the failure of international diplomacy, including the League of Nations, the rise of European fascism and the policy of Appeasement.

Component 3: Historical Investigation

Students will be required to submit a 3,500 word Historical Investigation based on a development or issue which has been subject to different historical interpretations. Students may study a specific issue in depth over a short period of time, or a broader theme and/or development over a longer period. Through undertaking the Historical Investigation, students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work. They will broaden their study of the past whilst having the opportunity to study a specific issue in great depth.

Assessment

Component 1: 2 hour 30 minute exam (40% of A-Level)

Component 2: 2 hour 30 minute exam (40% of A-Level)

Component 3: 3500 word coursework essay (20% of A-Level)

Expectations

To be accepted onto the course students need at least a B grade at GCSE in English. History GCSE is desirable but not essential.

The course demands good essay writing skills and a willingness to contribute to discussion. You will be set independent learning tasks every week and will also be expected to carry out a large amount of self-study.

IT BTEC

Examination Board - Edexcel

Course Content

The L3 BTEC Subsidiary Diploma in Information Technology (IT) is designed to give students the knowledge, understanding and skills that they need to prepare them for employment or future studies in further education at university.

Students are given the opportunity to learn advanced features of spreadsheets, web design and databases. The course contains a number of practical projects and assignments, covering aspects such as how IT is used, the importance and value of information, the impact that IT has had on society and the legislation relating to IT.

The IT BTEC requires problem solving skills and the ability to accurately analyse situations. You will, through the completion of various projects, design and implement a small-scale system for real end-users. You will identify your own end-user, discuss their requirements and design a new system to the specified requirements.

This diploma is equivalent to one A-Level.

Assessment

Each unit will contain an assignment or project, which will be assessed and given a Pass, Merit or Distinction. Consistency is key when creating a strong portfolio of work.

Expectations

Students need to be self-motivated and able to work on extended research and practical projects. Organisation and attention to technical detail are of great importance.

MATHS A LEVEL

Examination Board and Course Number:
Edexcel AS (8371) and A2 (9371)

Course Content

Mathematics at AS/A2 level provides an unrivalled opportunity to learn habits of clear analytical thought, sophisticated problem-solving techniques, and a developed awareness of the idea of proof. The study of Mathematics gives students fluency in a universal language, and the capacity to present ideas with clarity, precision and economy. It combines well with many other subjects – supporting the study of empirical and social sciences, and complementing the study of the arts.

AS course (papers C1, C2 and one applied module) A2 (papers C3, C4 and one applied module)

C1: Core 1

This module consolidates and extends the algebra taught at GCSE. Students are introduced to Calculus for the first time. The content comprises algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, differentiation and integration.

C2: Core 2

This module builds upon the topics taught in C1 and introduces new and more challenging concepts in algebra and functions, coordinate geometry, sequences and series, differentiation and integration. It also covers trigonometry, exponentials and logarithms.

S1: Statistics 1

Statistics requires students to be analytical, to interpret data and make inferences. This unit studies mathematical models in probability and statistics, representation and summary of data, probability, correlation and regression, discrete random variables, discrete distributions and the 'Normal Distribution'.

M1: Mechanics 1

For M1 summary, please see Further Maths page.

C3: Core 3

Use of the modulus function, exponential and logarithms as well as iterations and trigonometric identities provide a solid base for the higher level material studied in C4. The work covered is vast and difficult with many new rules such as the product and quotient rules for differentiation are expected to be committed to memory.

C4: Core 4

Extending the Binomial Expansion, Introducing and using Parametric Equations, Differentiation, Integration and 2D Vectors complete the A Level course. Here, students are required to be able to make links between different areas studied and use a variety of the techniques in order to solve problems which do include simple first order differential equations.

S2: Statistics 2

The Binomial and Poisson Distributions allow for calculations of various probabilities depending on the type of event occurring. Hypothesis testing and Normal approximations give an insight into the use of testing the effectiveness of medical drugs and what could determine their viability in the world marketplace.

M2: Mechanics 2

For M2 summary, please see Further Maths page.

Assessment

The examinations consist of a 90-minute paper for each module. They contain eight to ten questions of varying length. Calculators are allowed in all Maths modules, other than C1 across both AS and A2 level.

Expectations

To be a successful candidate in Mathematics you need to above all enjoy the subject. An A in Mathematics at GCSE is necessary to be accepted to the course.

FUTHER MATHS A LEVEL

Examination Board and Course Number:
Edexcel AS (8372) and A2 (9372)

Course Content

Further Mathematics at AS/A2 level provides students with an in depth insight into the world of complex numbers, differential equations and the kinematics of particles. Through the use of clear analytical and mathematical problem solving techniques students will be able to present solutions in a clear and accurate manner. In combination with Sciences and Technology, students will equip themselves with a powerful tool with which to tackle higher education at any university.

AS course (papers D1, FP1 and one applied module) A2 (papers FP2, FP3 and one applied module)

D1: Decision 1

The module introduces students to the world of algorithms via study of world renowned problems such as the Route Inspection Problem. Linear programming, graph algorithms, critical path analysis and matchings complete the course allowing for a rigorous understanding of this critical area of mathematics.

FP1: Further Pure 1

Students are introduced to complex numbers (as having both real and imaginary parts). The use of parametric equations is taught as an alternative to the standard Cartesian axes. A study of matrices and a variety of series are studied together with proof by mathematical induction to complete the course.

M1: Mechanics 1

Mechanics looks at how and why physical objects move and behave as they do. This module studies mathematical models in mechanics, vectors, kinematics of particles moving in straight lines, dynamics of particles moving in straight lines or planes, statics of a particle and moments.

FP2: Further Pure 2

Students study further complex numbers and use them to solve both first and second order differential equations. Introduction to Maclaurin and Taylor series as well as further polar coordinates and inequalities allow the students to find new routes to tackle seemingly unanswerable problems.

FP3: Further Pure 3

An introduction to hyperbolic functions together with their derivatives and anti-derivatives provide an alternative view of Euler's number, e^x and its applications. Three dimensional vectors and further matrix work complete this university standard course.

M2: Mechanics 2

In this subsequent module, students are extended by work done in one dimension to that completed in two dimensions. The inclusion of principles from Physics allows for the candidate to make links between formulae in an attempt to solve any number of given problems.

Assessment

The examinations consist of a 90-minute paper for each module. They contain eight to ten questions of varying length. Calculators are allowed in all Further Maths modules across both AS and A2 level.

Expectations

To be a successful candidate in Further Mathematics you need to above all enjoy the subject. A* in Mathematics at GCSE is necessary to be accepted to the course as much of the work taught is given to students to tackle outside of their classroom.

MEDIA STUDIES A LEVEL

Examination Board and Course Number
OCR AS (H140) and A2 (H540)

Course Content

In contemporary society we are surrounded by the media. This course introduces students to the broad range of media which dominate the contemporary landscape by looking at the key concepts of language, representation, audiences and institutions. The course also places contemporary media in its historical context. Through coursework components students apply their understanding of the media creatively, using a range of media facilities and technologies. Media Studies has a practical component and complements other arts subjects well.

The AS course consists of Units 1 and 2. Units 3 and 4 are A2 Units:

Unit 1: Foundation Portfolio

This is a coursework unit in which you will produce a media artefact from a brief specifying either print or video as a medium. Students show how the work develops from pre-production, through planning to realisation and evaluate the creative process using electronic technology.

Unit 2: Key Media Concepts: TV Drama

In this exam unit you will study textual analysis and representation alongside media institutions and audiences. In the exam you will be expected to analyse a sequence of images or an audio extract and to consider representations. You will also answer questions on a specific aspect of the media industry.

Unit 3: Advanced Portfolio

This coursework unit builds on the skills developed at AS. Using contemporary media technologies you produce a portfolio using two or more media, and present your research, planning and evaluation in an electronic format.

Unit 4: Critical Perspectives

This exam unit covers two areas: theoretical evaluation of production, and contemporary media issues. Students draw on their own experiences of production, as well as evaluating the work of others, and consider both theoretically.

Assessment

Unit 1 will be a coursework unit worth 50% of the AS mark and Unit 2 will be an exam unit worth 50% of the AS mark. Unit 3 will be a coursework unit worth 50% of the A2 mark and Unit 4 will be an exam unit worth 50% of the A2 mark.

Expectations

To be accepted onto the course students need at least a B grade in English Language GCSE.

The course requires students to work collaboratively and to be interested in using various technologies. You will be expected to approach tasks analytically and to be able to express your ideas clearly in writing. You also need to be able to work independently, especially on the practical tasks.

MODERN HEBREW A LEVEL

Examination board AQA
Course number 4675

Course Content

With the growth of new technologies our economic, political and cultural horizons have widened dramatically and we now regularly communicate with people all over the world, many of whom do not have English as a first language. If you want to develop your ability to converse in Modern Hebrew at a high level and to develop your knowledge of Israeli and Jewish culture, then Modern Hebrew is the course for you. It is a useful bridge between almost all subject areas and combines especially well with another language, Jewish Education, Maths and English.

The AS course consists of Units 1 and 2. Units 3 and 4 are A2 Units:

Unit 1: Listening, Reading and Writing

In this unit students will study a series of cultural issues, including Media, Popular Culture, Health & Lifestyle, and Relationships. Students will examine these themes through contact with Modern Hebrew news reports, literature, podcasts and statistics and they will be expected to give informed opinions of each theme. Students will also work on developing a high level of grammatical accuracy.

Unit 2: Speaking

In this unit students choose one of the above topics to form the basis of a discussion with the examiner. During the AS year students will research their chosen topic area so as to create a convincing and justified series of arguments supporting their opinions. Students will also be expected to converse with a good degree of fluency on any two of the other AS topics.

Unit 3: Listening, Reading and Writing

This unit sees students extending their knowledge of contemporary issues through the study of the Environment, Multi-cultural Societies and Contemporary Social Issues. They will also undertake a detailed study of both a Modern Hebrew novel and a Modern Hebrew language film, researching the themes of the work, the ideas of the author/director and the wider influences upon his/her work.

Unit 4: Speaking

The structure of this unit is similar to that at AS, though at A2 also includes a discussion of both the novel and films studied throughout the year.

Assessment

Assessment at AS is by one written paper which covers three skill areas – listening, reading and writing. The questions require short responses in either Modern Hebrew or English. They will also be required to write an essay of a least 200 words on one of the AS topic areas. Students also sit a 15 minute oral examination. At A2 the structure is similar but students must also complete a 300 word essay on either the novel or film they have studied.

Expectations

To be accepted onto this course, a minimum of a B Grade at GCSE in this subject is required. However, it is highly recommended that students have an A or A*.

The course demands good essay writing skills and a willingness to contribute to discussion in a foreign language. You will be set independent learning tasks every week and will also be expected to carry out your own reading in Modern Hebrew. Students will be expected to read a quality online newspaper to keep abreast of current affairs and they will also be expected to spend time each week learning vocabulary and practising new grammar structures.

MUSIC A LEVEL

Examination Board and Course Number
Edexcel AS(8MU01) and A2 (9MU01)

Course Content

The specification aims to encourage students to develop a range of skills, knowledge and understanding needed to communicate through listening, performing and appreciation. It provides a worthwhile course of study to broaden experience, foster creativity and promote personal and social development through musical communication. Through coursework components, students should be able to interpret musical ideas with technical and expressive control, and a sense of style and awareness of occasion and/or ensemble (performing); Develop musical ideas with technical and expressive control making creative use of musical devices and conventions (composing), through music technology and traditional methods; Demonstrate understanding of, and comment perceptively on the structural, analytical, expressive and contextual features of music.

The AS course consists of Units 1 and 2. Units 3 and 4 are A2 Units:

Unit 1: Performing Music (Internally assessed, 15% of total A level Mark)

This unit gives students the opportunities to perform as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a five to six-minute assessed performance.

Unit 2: Composing (Externally assessed / 15% of total A level mark)

This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it.

Unit 3: Developing Musical Understanding (Externally assessed / 20% of total A level mark)

This unit focuses on listening to familiar music and understanding how it works. Set works from the anthology provide the focus for the first two sections, through listening and studying scores.

Unit 4: Extended Performance (Externally assessed / 15% of total A level mark)

This unit gives students the opportunity to extend their performance skills as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a 12-15 minute assessed performance of a balanced programme of music.

Unit 5: Composition and Technical Study (Externally assessed / 15% of total A level mark)

This unit has two sections: composition and technical study. The composition section further develops students' composition skills, leading to the creation of a final three-minute piece in response to a chosen brief. The technical study section builds on the knowledge and awareness of harmony gained in Unit 3 section C through the medium of pastiche studies.

Unit 6: Further Musical Understanding (Externally assessed / 20% of total A level mark)

This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works. Set works from the anthology provide the focus for much of the unit. Between works students should also listen to a wide range of unfamiliar music which relates to the two compulsory areas of study, Instrumental Music and Applied Music.

Expectations

A minimum of a Grade B in GCSE Music and a grade 5 practical award and a grade 5 theory award.

MUSIC TECHNOLOGY BTEC

Examination Board - Edexcel

Course Content

Music technology Production will give you the skills needed to produce industry standard recordings, using a range of software. You will learn recording, sequencing and mastering techniques, alongside marketing and promotion of your ideas through creative practical assignments.

The Subsidiary Diploma in Music Technology (Production) is a qualification that is equivalent to one A Level and consists of one mandatory unit, one specialist unit and four other units.

Mandatory unit: Music Production Techniques

Students will develop their understanding of manufacturers' specifications for a range of audio recording equipment, be able to set up the equipment required for a recording session, be able to capture audio sources using multitrack recording techniques and be able to mix multitrack recordings.

Specialist Unit: Sequencing Systems and Techniques

Students will be able to set up a computer and peripheral MIDI hardware safely, realise musical ideas using MIDI sequencing and audio sequencing skills and they will gain an understanding of the terminology associated with music sequencing techniques.

Potential other units:

Delivering a Music Product

Listening Skills for Music Technologists

Live Sound Techniques

The Music Freelance World

Assessment

There are four practical assignments for each unit. Students are given a pass, merit or distinction grade.

Expectations

To be accepted onto the course, students need at least a C grade in GCSE Music.

PE BTEC

Examination board - Edexcel

Course Content

A BTEC subsidiary diploma is designed to be a practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. You must have an interest in all aspects of sport not just the practical side of the subject.

Possible units of study

The Body in Action (Principles of Anatomy and Physiology in Sport)
Training and Fitness for Sport (The Physiology of Fitness)
Health and Safety in Sport (Assessing Risk in Sport)
Fitness Testing for Sport (and exercise):
Sports Nutrition
Psychology for Sports Performance

This diploma is equivalent to one A-Level.

Assessment

All units are 100% coursework. Units are assessed and graded, an overall grade for the qualification is awarded with either a pass, merit or distinction.

Expectations

Some personal involvement in sport or exercise at any level. Tasks and assignments will continuously be set throughout the course. It is important that students understand the importance of completing all elements of each unit in a consistent manner. Practical and theory are equally important. Practical kit will be required.

PHOTOGRAPHY AS

Exam Board - AQA (ARTF)

Course Content

Photography is not just about technique but about perception and communication. Broadening our concepts of the world around us. Studying photography can help us to further understand various cultures and different ways of seeing, believing, and thinking and can complement many other areas of study, enabling students to begin an exciting career within the photographic industry.

The students will begin with an introduction on how to operate a digital camera and basic manipulation tools using adobe Photoshop. The students will need to have access to a digital camera at home, preferably a DSLR model.

This particular course will be run by the Media Department and as such will focus mainly on photo-journalism and documentary photography for television and film.

The AS course comprises the following units

Unit 1: Coursework Portfolio

50% of AS

80 marks

Portfolio of work set and marked by the centre and moderated by AQA.

Unit 2: Externally Set Assignment

50% of AS

5 hours

80 marks

Work produced will be marked by the centre and moderated by AQA

Assessment

This course is entirely centre assessed and has no examination.

Expectations

A grade B or above in GCSE Art/Media Studies or another art & design subject is desirable.

You'll be engaged in self-reflection, peer group evaluation, practical work, research and development work therefore you must ensure that these are skills you are willing to develop.

PSYCHOLOGY A LEVEL

Examination Board and Course Number
AQA AS & A-level 7182

Course Content

People are fascinating. It's this fact that makes the study of psychology so appealing. Does the human mind intrigue you? What are the main approaches to psychology? What have psychologists found out about the causes of our behaviour? By getting to know the workings of the mind, you are on the way to understanding why humans behave the way they do. Psychology can answer so many questions, from why we develop differently to the underlying causes of conditions such as stress & depression. You will learn to design experiments using psychological methods, evaluate scientific research, analyse and compare different perspectives and deal with ethical issues. This qualification offers an engaging and effective introduction to Psychology. Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research.

The AS course consists of units 1 & 2

Unit 1: Introductory topics in psychology

In this unit you will learn about theories, concepts and research relating to; Social influence, memory & attachment

Unit 2: Psychology in Context

In this unit you will learn about the different approaches in psychology, the different research methods used by psychologists and focus on the study of psychopathology

The A Level course consists of Units 1, 2 & 3

Unit 1: Introductory topics in psychology

In this unit you will learn about theories, concepts and research relating to; Social influence, memory, attachment & psychopathology

Unit 2: Psychology in context

In this unit you will learn about the different Approaches in psychology the different research methods used by psychologists and focus on the study of biopsychology.

Unit 3: Issues and options in Psychology

In this unit you will learn about key debates and issues relevant to psychology, as well as one topic from each of the 3 topic areas below:

One from: Relationships; Gender; Cognition and Development

One from: Schizophrenia, Eating Behaviour; Stress

One from: Aggression; Forensic Psychology; Addiction

Assessment

Each unit is worth 50% of your AS grade and each will be assessed in a 1 hour 30 minutes exam.

Each unit is worth 33.3 % of your overall A-Level grade and will be examined in a 2 hour exam at the end of the 2 years of study.

Expectations

To be accepted onto the course students need at least a B grade in GCSE Maths, Biology and English.

The course demands good maths and essay writing skills, a willingness to discuss topics and the ability to work and read independently in class and at home.

RELIGIOUS STUDIES A LEVEL

Examination Board and Course Number:
AQA AS: 1061 and A2: 2060

Course Content

Religious Studies at A Level is an exploration of some of the deepest and most important questions affecting human beings. Our study looks at philosophical issues, not only in the light of Jewish teaching but from other points of view too. In the process, students become critical thinkers, astute evaluators and well informed contributors to countless areas of life. RS combines well with all subjects, and is particularly valued in applications for Law, Medicine, Social Sciences and Philosophy.

The AS course consists of Units 1 & 2. Units 3 & 4 are A2 Units

Unit 1: Philosophy of Religion (50% of AS, 25% of A Level)

This unit looks at four main topics within Philosophy: The cosmological argument; Religious experience; Psychology and religion; Atheism and postmodernism.

Unit 2: World Religions 2 – Judaism (50% of AS, 25% of A Level)

This unit looks at four main topics within Jewish belief and practice: God and God's People including the nature of God; Jewish views of the nature of the Scriptures; Aspects of worship including the significance of Shabbat, Yom Kippur and Pesach and their relative significance; Styles of Judaism: Orthodox and Reform beliefs and practices, including the role and status of women in each tradition.

Unit 3: Studies in Religion Judaism (25% of A Level)

This unit looks at four main topics within Jewish belief and practice: Origins and development of Zionism; Holocaust issues and theology; Bar/bat mitzvah, marriage and divorce; The Hasidic traditions.

Unit 4: Religion and Human Experience: Topic I Life, Death and Beyond (25% of A Level)

This unit looks at life, death and beyond: Religious and secular perspectives on the nature and value of human life; Eschatological and apocalyptic, religious and secular teachings; Beliefs about death and beyond, both religious and non-religious.

Assessment

Unit 1 is a 1 hour 15 minute written examination worth 90 marks. Unit 2 is a 1 hour 15 minute written examination worth 90 marks. Unit 3 is a 1 hour 30 minute written examination worth 100 marks. Unit 4 is a 1 hour 30 minutes written examination worth 75 marks.

Expectations

To be accepted onto the course students need at least a B grade at GCSE English. You do not need to have Religious or Jewish Studies at GCSE, nor to hold any particular beliefs: a willingness to engage with religious and philosophical issues in discussion is more important.

The course demands good essay writing skills: you will be set essays every fortnight, as well as independent learning tasks every week and will also be expected to carry out your own reading of academic books on the subject.

SCIENCE

Introduction to all Science Courses (Biology, Chemistry and Physics)

When scarcely a day goes by without a new scientific breakthrough, we realise that the gap between what we know and what remains to be discovered is a fantastic journey we are embarked upon.

Science surrounds us and we utilise it in numerous ways to our advantage every day. Science students will be inspired, stimulated and motivated to question scientific progress and be reasoned in their responses to scientific breakthroughs and reported events. They will continue to build on their data handling, experimental and evaluative skills, their scientific knowledge and understanding, and will apply them to show themselves as effective problem solvers, communicators and creative thinkers.

SCIENCE: BIOLOGY A LEVEL

Examination board and course number
AQA AS (7401) and A-Level (7402)

Course Content

- | | |
|---|---|
| 1. Biological molecules | 5. Energy transfers in and between organisms |
| 2. Cells | 6. Organisms respond to changes in their internal and external environments |
| 3. Organisms exchanges substances with their environment | 7. Genetics, populations, evolution and ecosystems |
| 4. Genetic information, variation and relationships between organisms | 8. The control of gene expression |

Biology is an A level and AS Level course that is both academic and practical. The academic side of the course is very wide ranging, designed to incorporate all aspects of biology, from the traditional Zoology through to the very current Genetics. The course has a strong focus on the modern world of Science and Medicine, using many case studies from recent medical advances and scientific development. There is also a strong focus on Practical Biology, meaning that students will perform many experiments. These are challenging student's prior experience of practical work, and along with the academic content, will provide a new and exciting challenge, as well as developing many skills such as experimental technique, logical and lateral thinking, analysis and evaluation.

Students explore the physiology of different systems e.g. digestion including the role of enzymes and the passive and active transport of substances across biological membranes. They study the effects of diseases of various causes on these systems. Knowledge of basic physiology will allow students to explain symptoms and also to interpret data relating to risk factors. The variety of living organisms is studied by looking at similarities and differences in biochemistry and cellular organisation. This includes the role of DNA, genetic and environmental factors and adaptations. The system of classifying organisms is investigated including recent approaches which draw on a wider range of evidence.

Humans are part of the ecological balance and their activities affect it both directly and indirectly. Consideration of these effects underpins the teaching of this section: it leads to an understanding that sustainability of resources depends on effectively managing the conflict between human needs and conservation. During the course students are expected to undertake a field trip. Students will develop an understanding of the ways in which organisms and cells control their activities. This leads to an appreciation of common ailments resulting from a breakdown of these control mechanisms and the use of DNA technology in the diagnosis and treatment of human diseases.

Assessment

For the AS exam there are 2 papers, worth 50% each. For A Level, there are 3 exams with a combination of theory and practical papers.

The AS-Level in Biology is a standalone qualification from the A-Level. Attaining a good grade in the AS-Level is an indicator of strong performance in the A-Level, however marks accrued in Year 12 do not count towards the A-Level taken in Year 13.

Entry Requirements

Minimum of B grade (A grades are highly recommended due to the demanding nature of this course) in any of the following GCSEs that have been taken: GCSE Science A, GCSE Additional Science, GCSE Further Additional Science, GCSE Biology, GCSE Mathematics, GCSE English Language.

SCIENCE: CHEMISTRY A LEVEL

Examination board and course number
AQA AS (7404) and A-Level (7405)

Course Content

Physical Chemistry: Atomic structure; Amount of substance; Bonding; Energetics; Kinetics; Chemical equilibria and Le Chatelier's principle; Oxidation reduction and redox equations; Thermodynamics; Rate equations; Equilibrium constant for homogeneous systems; Electrode potentials and electrochemical cells; Acids and bases.

Inorganic Chemistry: Periodicity; Group 2, the alkaline earth metals; Group 7, the halogens; Properties of Period 3 elements and their oxides; Transition metals; Reactions of ions in aqueous solution.

Organic Chemistry: Introduction to organic chemistry; Alkanes; Halogenoalkanes; Alkenes; Alcohols; Organic analysis; Optical isomerism; Aldehydes and ketones; Carboxylic acids and derivatives; Aromatic chemistry; Amines; Polymers, Amino acids, proteins and DNA; Organic synthesis; Nuclear magnetic resonance spectroscopy; Chromatography.

Studies explore the fundamental principles that form the basis of Chemistry: Atomic Structure, the Mole and Bonding. Organic Chemistry is introduced and then extended and developed to include Alcohols and Analytical Techniques. Students will then look more deeply at principles that underpin chemistry, and their application. These include Energetics, Kinetics, Equilibria and Redox Reactions. We also undertake a study of the Periodic Table, focusing on Group 7 (Halogens) and Group 2 (Alkaline Earth Metals) and how they are extracted. We will develop the concept of Physical Chemistry, treating Kinetic and Equilibria quantitatively. The theory behind Acids and Bases is demonstrated using titrations (practical technique) and the study of organic chemistry is extended to include carbonyl groups, aromatic compounds and polymers. It also includes a study of spectroscopic techniques to solve identification problems. The full Chemistry A-Level includes the study of thermodynamics, construction of Born-Haber cycles, enthalpy/entropy calculations, Periodicity, including transition Metals, Redox Equilibria and Reactions of Inorganic Compounds in Aqueous Solution. These will be supported by numerous practical opportunities.

Assessment

For the AS exam there are 2 papers, worth 50% each. For A Level, there are 3 exams with a combination of theory and practical papers.

The AS-Level in Chemistry is a standalone qualification from the A-Level. Attaining a good grade in the AS-Level is an indicator of strong performance in the A-Level, however marks accrued in Year 12 do not count towards the A-Level taken in Year 13.

Entry Requirements

Minimum of B grade (A grades are highly recommended due to the demanding nature of this course) in any of the following GCSEs that have been taken: GCSE Science A, GCSE Additional Science, GCSE Further Additional Science, GCSE Chemistry, GCSE Mathematics.

We expect that students studying A-Level Chemistry will be also studying A-Level Mathematics.

SCIENCE: PHYSICS A LEVEL

Examination board and course number
AQA AS (7407) and A-Level (7408)

Course Content

Core

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear Physics

Options

9. Astrophysics
10. Medical physics
11. Engineering physics
12. Turning points in physics
13. Electronics

The Physics A-Level introduces students to the fundamental properties and nature of matter, radiation and quantum phenomena. We will introduce the concept of vectors and develop students' knowledge and understanding of forces and energy. Materials are studied in terms of their bulk properties and tensile strength. Students will cover circular and oscillatory motion, building on the key ideas and knowledge covered earlier in the GCSE and A-Level course, and then the properties and applications of waves are considered. The study of electricity develops previous GCSE studies, provides opportunities for practical work and looks into important applications. Gravitational, Electric and Magnetic fields are investigated, including basic electromagnetic induction. In Nuclear Physics we study the characteristics of the nucleus, the properties of unstable nuclei and how energy is obtained from the nucleus. Students then have the opportunity to study one of the following optional topics to gain a deeper understanding and awareness of a selected branch of physics: Astrophysics, Medical Physics, Engineering, Turning Points or Electronics.

Assessment

For the AS exam there are 2 papers, worth 50% each. For A Level, there are 3 exams with a combination of theory and practical papers.

The AS-Level in Physics is a standalone qualification from the A-Level. Attaining a good grade in the AS-Level is an indicator of strong performance in the A-Level, however marks accrued in Year 12 do not count towards the A-Level taken in Year 13.

Entry Requirements

Minimum of B grade (A grades are highly recommended due to the demanding nature of this course) in any of the following GCSEs that have been taken: GCSE Science A, GCSE Additional Science, GCSE Further Additional Science, GCSE Physics, GCSE Mathematics

We expect that students studying A-Level Physics will be also studying A-Level Mathematics.

SOCIOLOGY A LEVEL

Examination Board and Course Number
AQA AS (7191) and A2 (7192)

Course Content

Sociology is the study of society. The questions it asks include:

How has my sense of identity come about? What does it mean to be a Feminist today? Is the education system fair? Why have divorce rates increased over time? Why do men account for 95% of the prison population? Is society become more secular?

Underpinning these questions is an exploration of the ways in which different sociologists see and investigate the social world. In an age of rapid social change and uncertainty – the study of Sociology is as essential now as it ever was. Sociology unravels the mystery of social structures such as class, ethnicity and gender. The course is varied and adaptable; students will acquire a range of valuable skills for higher education: analysis; debate; criticism; empathy; objectivity and essay-writing techniques. Importantly, Sociology reminds students that we should always keep an open mind and question what we see in our world.

The AS course consists of three topics:

Paper 1: Education with Methods in Context

Students will understand how the education system has changed over times and been impacted by various governments. Additionally, they will closely examine how variables such as gender, class and ethnicity affect achievement in school and how these issues are researched.

Paper 2: Research Methods with Families and Households

In addition to developing their understanding of how the social world is investigated, students will understand the reasons behind patterns of marriage, divorce, relationships and childhood.

The A-Level consists of the following units:

Paper 1: Education with Theory and Methods

As above, with greater emphasis on research methodology.

Paper 2: Topics in Sociology (Families and Households and Beliefs in Society)

In addition to understanding sociological perspectives, A-Level students developing their understanding of issues like secularisation, religious fundamentalism, sects, cults and sociological perspectives on religion.

Paper 3: Crime and Deviance with Theory and Methods

Why do some social groups seem to participate in crime more than others? In Crime and Deviance, the focus is very much on understanding the social explanations for why people commit crime and how they are punished. The Theory and Methods element of the unit deepens understanding of the major perspectives; including Feminism, Functionalism, Marxism and Social Action Theories.

Assessment

Assessment for both AS and A-Level Sociology is via examinations.

AS Course:

Paper 1: 1 hour 30 minutes written exam (50%) Short answers and extended writing

Paper 2: 1 hour 30 minutes written exam (50%) Short answers and extended writing

Full A-Level:

Paper 1: 2 hour exam (33.3%) Short answers and extended writing

Paper 2: 2 hour exam (33.3%) Extended writing

Paper 3: 2 hour exam (33.3%) Short answers and extended writing

Expectations

Students do not need to have studied Sociology at GCSE to study the course. More importantly, students need at least a B grade at GCSE in English. The course demands good essay writing skills and a willingness to contribute to discussion. You will be set independent learning tasks every week and will also be expected to carry out your own reading.

SPANISH A LEVEL

Examination Board and Course Number
AQA AS (SP1696) and A2 (SP2696)

Course Content

With the growth of new technologies our economic, political and cultural horizons have widened dramatically and we now regularly communicate with people all over the world, many of whom do not have English as a first language. Spanish is spoken by 400 million native speakers and is the second most widely spoken language in the world. If you want to develop your ability to converse in Spanish at a high level and to develop your knowledge of Hispanic culture then Spanish is the course for you. It is a useful bridge between almost all subject areas and combines especially well with French, Mathematics, Geography, History, Business Studies and English.

The AS course consists of Units 1 and 2; Units 3 and 4 are A2 Units:

Unit 1: Listening, Reading and Writing

In this unit students will study a series of cultural issues, including Media, Popular Culture, Health & Lifestyle, and Relationships. Students will examine these themes through contact with Spanish news reports, literature, podcasts and statistics and they will be expected to give informed opinions of each theme. Students will also work on developing a high level of grammatical accuracy.

Unit 2: Speaking

In this unit students choose one of the above topics to form the basis of a discussion with the examiner. During the AS year students will research their chosen topic area so as to create a convincing and justified series of arguments supporting their opinions. Students will also be expected to converse with a good degree of fluency on any two of the other AS topics.

Unit 3: Listening, Reading and Writing

This unit sees students extending their knowledge of contemporary issues through the study of the Environment, Multi-cultural Societies and Contemporary Social Issues. They will also undertake a detailed study of a Spanish novel and a Spanish language film researching the themes of the work, the ideas of the author/director and the wider influences upon his/her work.

Unit 4: Speaking

The structure of this unit is similar to that at AS, though at A2 also includes a discussion of both the novel and films studied throughout the year.

Assessment

Assessment at AS is by one written paper which covers three skill areas – listening, reading and writing. The questions require short responses in either Spanish or English. They will also be required to write an essay of a least 200 words on one of the AS topics areas. Students also sit a 15 minute oral examination.

At A2 the structure is similar but students must also complete a 300 word essay on either the novel or film they have studied.

Expectations

To be accepted onto this course, a minimum of a B Grade at GCSE in this subject is required. However, it is highly recommended that students have an A or A*.

The course demands good essay writing skills and a willingness to contribute to discussion in a foreign language. You will be set independent learning tasks every week and will also be expected to carry out your own reading in Spanish. You will be expected to read a quality online newspaper to keep abreast of current affairs and you will also be expected to spend time each week learning vocabulary and practising new grammar structures.

TRAVELLING TO AND FROM JCoSS

JCoSS is in the heart of the Jewish community. Over 60% of the UK's entire Jewish population lives within a 12 mile radius, including communities in Borehamwood, Edgware, Elstree, Finchley, Golders Green, Hackney, Hendon, Ilford, Muswell Hill, Radlett, Redbridge, Southgate, St Albans and Stanmore. Few students – including those using public transport – will face journey times of much more than 30 minutes and for many it will be significantly less.

There are many convenient ways to travel to JCoSS. Sustainability is important to the school, and we encourage parents to use the greenest practical method of transport to get your children to and from school.

1. Public transport

Buses

The school is well served by buses. Most go to the nearby New Barnet railway station (see below), while the 384 bus goes directly past the school gates.

84: St. Albans – London Colney – Potters Bar – New Barnet Station

107: Edgware – Elstree – Borehamwood – New Barnet Station

184: Chipping Barnet – New Barnet – Arnos Grove – Turnpike Lane Station

307: Brimsdown – Enfield – New Barnet – Arkley Hotel

326: Barnet – Whetstone – Woodside Park – West Finchley – Finchley – Hendon – Brent Cross

383: Barnet – Oakleigh Park – Torrington Park – North Finchley – Woodside Park Station

384: Barnet Hospital – High Barnet – Cockfosters

For further details and travel times see www.tfl.gov.uk.

Underground

The school is about 15-20 mins walk from Cockfosters (Piccadilly Line) and High Barnet (Northern Line). Trains to and from these stations run at least every 10 minutes. The 384 hopper bus shuttles between these stations via the school every 15 minutes.

Overground

JCoSS is served by New Barnet railway station, which is about 10 – 12 mins walk from the school. The 384 hopper bus runs every 15 minutes from the station to the school gates. Trains run every 15-20 mins from Moorgate and Welwyn Garden City, passing through Finsbury Park, Haringey, Hornsey, Alexandra Palace, New Southgate, Oakleigh Park, Hadley Wood, Potters Bar and elsewhere.

2. Walking and cycling

As a green school, JCoSS is working closely with Barnet Council to promote walking and this is encouraged through the school curriculum. Secure covered cycle parking and locker facilities are available on site. We are in discussion over possible cycle routes.

3. Private Coach Services

JCoSS offers private coach services. Below are the current routes. However as the school grows, routes may be added or changed to incorporate new locations. Please refer to our website's transport page for updates.

Route 1: Belsize Park – Swiss Cottage – Finchley Road – Victoria Park

Route 2: Tomswood Road - Barkingside – Gants Hill – Woodford Avenue

Route 2a: Woodford Green – Buckhurst Hill – Loughton – Honey Lane

Route 3: Frogmore – Radlett – Shenley – Borehamwood – Potters Bar

Route 4: Crouch End – Muswell Hill – East Finchley – North Finchley – Woodside Park

Route 4a: Temple Fortune – Regents Park Road – East End Road

Route 5: Hatch End – Stanmore – Edgware – Hale Lane

Route 6: Bushey – Elstree – Borehamwood – Stirling Corner - Arkley

Route 7: Hendon – Mill Hill Broadway – Uphill Road – Totteridge

4. Car sharing

JCoSS is well connected to public transport and we encourage students wherever possible to use sustainable forms of transport and avoid the use of cars. If driving is unavoidable, students should be mindful that there is no parking on the school site or on Westbrook Crescent.

JCoSS 6TH FORM - FURTHER INFORMATION

Inspection of documents – Freedom of Information

All Governors' documents relating to the school, which are available for parents to see, are held in the school. Parents wishing to inspect any of these documents should contact the Headteacher.

Charging policy

JCoSS provides free education for children of all abilities. Parents are asked for a voluntary contribution to pay for the unique Jewish ethos of the school and towards security costs.

The Governors reserve the right to charge in the following instances

- Where a family opts for a student to have private lessons (e.g. musical instrument or singing classes);
- Where a family opts for a student to enter an examination that is not a normal part of the JCoSS curriculum;
- Where a family opts for a student to participate on a school visit which is not a compulsory part of the curriculum
 - – the family will be invited to cover the costs involved on the understanding that if there is insufficient support the proposed trip will not take place;
- To cover the cost of ingredients/ materials for practical subjects (e.g. Food Technology);
- As a deposit against the cost of public examination entries in certain specified circumstances.

Personal accident insurance

The school's rules and procedures are designed to ensure, as far as possible, a safe environment for all who work and study here. It should, however, be noted that no environment can ever be risk-free and that the Governors' insurance cover does not include personal accident insurance for students in schools. Parents may wish to make their own arrangements for such cover.

The School Day

Registration: 8.30 – 8.40	Friday in winter months (November to end of Spring Term)
Lesson 1: 8.40 - 9.40	
Lesson 2: 9.40 - 10.40	Registration: 8.30 – 8.40
BREAK: 10.40 - 11.00	Lesson 1: 8.40 - 9.30
Lesson 3: 11.00 - 11.55	Lesson 2: 9.30 - 10.20
Lesson 4: 11.55 - 12.50	BREAK: 10.20 - 10.40
LUNCH: 12.50 - 1.45	Lesson 3: 10.40 - 11.30
Form time / Assembly: 1.45 - 2.05	Lesson 4: 11.30 - 12.20
Lesson 5: 2.05 - 3.00	LUNCH: 12.20 - 1.15
Lesson 6: 3.00 - 3.55	Form time / Assembly: 1.15 - 1.30

Please note that School ends following afternoon registration on the following days:

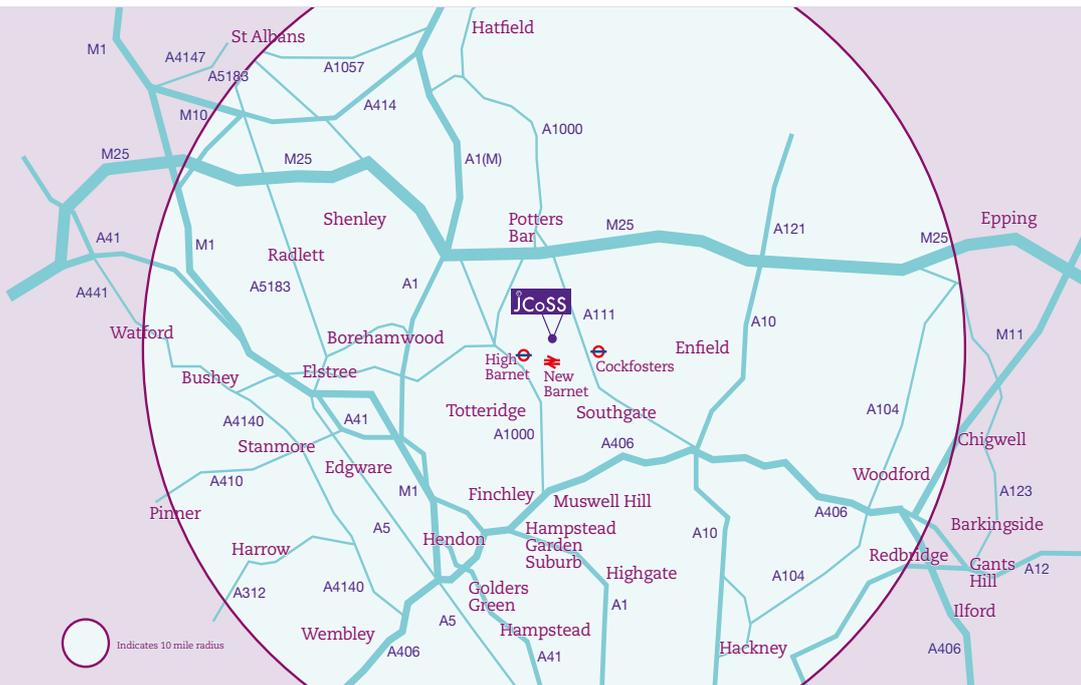
Summer Fridays, the end of each term, Erev Yom Tov (day before Jewish festival closures) and for termly Staff Training Afternoons.



JCóSS

SIXTH FORM

JEWISH COMMUNITY SECONDARY SCHOOL



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JCoSS is a registered Charity: Charity Commission number 1107705

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