

**SIXTH FORM  
PROSPECTUS**

**Achieve**

**Enrich**

**Inspire**



# Welcome to the JCoSS Sixth Form

## The Sixth Form is a uniquely rewarding and exciting time in your school life.

Whether you are joining JCoSS for the first time for the Sixth Form, or continuing with us from our own Year 11, you are embarking on a very significant time in your education. 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. You are ready for new responsibilities, new freedoms and new opportunities, both in academic study and in other activities.

As you will see from the pages that follow, the JCoSS Sixth Form, judged as Outstanding by Ofsted, gives you an exceptional learning platform for these two vital years. With excellent teaching and support, state-of-the-art facilities, exciting opportunities outside the curriculum and our distinctive pluralist Jewish ethos, the JCoSS Sixth Form provides a unique opportunity for students.

We know that every student has different needs and our Sixth Form has been created to reflect this. Whether you wish to follow a traditional A-Level path or a vocational route, there are courses to complement and develop your abilities and aspirations.

As is true throughout the school, we are determined that our Sixth 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*



...the JCoSS Sixth Form, judged as Outstanding by Ofsted, gives you an exceptional learning platform for these two vital years

- 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.

Our Sixth Form teaching staff are specialists in their fields; they 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 Sixth 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 achievement and personal fulfilment in school life and beyond. As well as excellent raw scores for our students, we are in the top 8% of all schools nationally for adding value to individual students in the two years between GCSE and A level, scoring a coveted “Outstanding” grade on the nationally recognised ALPS measure.



## Scholars programme

The JCoSS Scholars programme is aimed at students applying to Oxford, Cambridge, Medicine, Dentistry and Veterinary Sciences. This highly successful course gives students the opportunity to participate in an extensive programme of enrichment and support through talks from admissions tutors and outreach workers, as well as practice interviews and personal statement advice. Additional regular individualised meetings are arranged, focused on helping students build and refine their own portfolio of reading and research beyond the confines of their A Level studies.





# Enrich

**The JCoSS environment enriches Sixth 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 Sixth 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 Sixth Form. As well as the state-of-the-art facilities that our current students have come to enjoy, we also have a new Sixth Form Centre, including study & common room facilities and a Sixth Form coffee shop.

Sixth 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, values and self-motivation that have been nurtured at JCoSS, our students will go on to inspire others in their lives beyond the Sixth Form.

Our teachers, including a dedicated independent Careers Team, give substantial individual support to enable students to choose the right direction after Sixth 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 and other competitive courses. 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 examinations in Year 12, students participate in a work shadowing programme or have opportunities to undertake volunteering organised through Norwood and other 3rd sector employers, in local communities and charities.



Careful, structured information, guidance and support contribute to learners starting the Sixth Form knowing that the courses selected will take them towards their future aspirations. They very much appreciate the support and feedback from lessons which contribute to them improving their work.

- Ofsted 2015



# Results to be proud of

We are enormously proud of the excellent achievements of our students who achieved exceptional results for both A Level and Vocational Courses.

These students now move on to the next stage of their life journey having benefitted from an outstanding education during their 6th Form and will embark on courses including Medicine, Veterinary Science, Arts, Business and Science at prestigious institutions.

We are delighted that this year 8 students received the necessary grades to take up their places at Oxbridge and/or Medical School.

## Roll of Honour

Aviv Silver A\*A\*A\*A\*

Adam Gould A\*A\*A\*A\*

Jack Margolis A\*A\*A\*A\*

Josh Cowan A\*A\*A\*A

Noa Marson A\*A\*A A

Zach Levenson A\*A\*A A

Max Simmonds A\*A\*A\*

Lucas Samuel A\*A\*A\*

Talia Friend A\*A\*A

Joe Rogove A\*A\*A

Aliyah Kossoff A\*A\*B

Tzofiah Abramov A\*A A

# Student Destinations



Medicine  
UCL

Computer  
Science  
University  
of Cambridge

Physics  
University  
of Oxford

Civil  
Engineering  
University  
of Bath

Computing  
Imperial College  
London

Natural  
Sciences  
University  
of Cambridge

Planning  
and Real  
Estate  
UCL

Architecture  
University  
of Oxford

Aerospace  
Engineering  
University  
of Bristol

Dentistry  
Queen Mary,  
University  
of London

Medicine  
University of  
St Andrews

Politics,  
Philosophy  
and Law  
University  
of Warwick

Criminology  
and Sociology  
University  
of Liverpool



# Joining JCoSS for your Sixth Form journey

**JCoSS students pride themselves on being inclusive, open and welcoming, which ensures students who join the Sixth Form from other schools feel at home as quickly as possible.**

Whether you are joining JCoSS because of our wide range of courses, because of our outward-looking, pluralist Jewish ethos, or simply because you want a fresh start, you will find JCoSS to be a school that offers outstanding education in a warm environment of purposeful informality.

Here are some examples of other students who have joined from other schools and how they found their time at JCoSS:

## **Luke Bodner - Came to JCoSS from Mill Hill School**



"I really enjoyed my time at Mill Hill, however I wanted a different challenge and to continue my education with vocational courses. I only knew 5 or 6 people before I came, but it didn't matter as everyone was so welcoming and I settled in within a few short weeks. I enjoyed my lessons immensely, and the courses suited me really well. JCoSS is an open and happy place to be – and the café is a great bonus too!"

## **Michal Zarfarti - Came to JCoSS from Italy**



"I came to JCoSS from Italy to be amongst like-minded Jewish people and to enrich my education. All the students and teachers were very kind and friendly and I made some good friends. I took Spanish, French and Psychology and I enjoyed my courses immensely."

## **Morgan Jays - Came to JCoSS from St Edmunds College, Ware**



"I came to JCoSS because I wanted a change and to go to a school where I could be amongst other Jewish students and reconnect with my Jewish identity. JCoSS definitely met all my expectations; it has a very comfortable atmosphere with a positive feeling and my teachers made a huge effort to get to know me. From the minute I got here I felt relaxed and I knew I made the right choice."

## **Bailey Plaskow - Came to JCoSS from Yavneh**



"JCoSS offered me the two things I was after – a broader range of A Level subjects which enabled me to do the subject combinations I wanted, and a fresh start. I built up a good working relationship with my teachers, who quickly got to understand my strengths and weaknesses and gave me excellent feedback in order for me to improve."

Everyone in my year group was really friendly and open, and even though I was a newcomer, I was not made to feel that way. It was really easy to adapt to a new school – far easier than I thought it would be."



Learners are very positive about the Sixth Form. They value the outstanding care and support provided, particularly those who join from different schools. This helps them to integrate with ease.

- Ofsted 2015



# Choosing the right pathway for you

## JCoSS offers two pathways, designed to complement the individuality of our students with a variety of types of learning.

We offer A level and Cambridge Technical qualifications: the differences and entry qualifications are set out below.

*The grading of GCSE is moving from an A\*-G system to a 9-1 system. For JCoSS Admissions purposes Grade 6 is equivalent to a B and Grade 4 is equivalent to a C.*

### A Level pathway

A Levels adopt a traditional academic approach, with exams at the end of the course, usually taking two years' full-time education in Years 12 and 13. The vast majority of students will take 3 linear A Levels as well as an Extended Project Qualification (EPQ): this is a guided independent study project on a topic of the student's choice, highly regarded by Universities. Some students may be able to take 4 subjects across the two years.

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

**Entry Qualifications:** 6 GCSEs at Grade B/6 or higher, and at least a Grade 4 in English and Maths. NB individual subjects may have additional requirements.

**Year 12 and 13 Programme:** 3 subjects and an EPQ or 4 subjects studied to A Level exams in the summer of Year 13.

**Typical Post School Destination:** University

### Vocational pathway

The OCR Cambridge Technical 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 Cambridge Technical Extended Certificate has the same value and study time as an A level, with a Diploma being equivalent to 2 A Levels.

Students who take Cambridge Technicals tend to enjoy project based learning, are comfortable working in groups and are able to meet deadlines. They are students who wish to gain more knowledge about working in a specific industry, and who want to gain practical as well as theoretical skills. There is an examined component within all the Cambridge Technicals, but this component makes up a smaller percentage of the overall qualification than in A Levels.

**Entry Qualifications:** 5 GCSEs at Grade C/4 or higher.

**Year 12 and 13 Programme:** You may choose from one of the following options:

i) Three Cambridge Technical Extended Certificates (equivalent to 1 A Level each)

or


ii) One Cambridge Technical Diploma (equivalent to 2 A Levels) and one Technical Extended Certificate (equivalent to 1 A Level)

**Typical Post School Destination:** University or Employment/Apprenticeship

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:

1. We expect to run the courses listed in this guide, but each one will only run 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.
2. i) Students who qualify for the A Level Pathway can also choose to take vocational qualifications alongside A Levels.  
ii) In exceptional circumstances we may offer other suitably qualified students a blended pathway of both A Level and vocational courses.



Carefully deliberated strategic planning has resulted in the Sixth Form becoming a centre of excellence that enables learners to achieve very well.

- Ofsted 2015



# Extra Curricular

## Activity list:

- |   |  |                                       |
|---|--|---------------------------------------|
| Sixth Form Variety Night/JCoSS has Talent                   | IFS Student Investor Challenge                     | Peer Mentoring                        |
| 'A Mitzvah a Week' Community service programme-volunteering | Instrumental and Singing Lessons                   | Philosophy Society                    |
| Amnesty International                                       | Interfaith Action Group                            | Physics Club                          |
| Basketball  | Inter-form Sports Competitions                     | Poetry/Literary Society               |
| Beit Midrash  | Israel Club  | Primary School Volunteering Programme |
| Chess Club  | IT Workshop  | PSRP Ambassadors                      |
| Choir   | Jazz Band  | School Production                     |
| Creative Writing  | JCoSS Alumni Society                               | Sports Leadership Activities          |
| Current Affairs   | Journalism Scheme and School Magazine              | Student Leadership Programme          |
| Debating & Public Speaking Society                          | Krav Maga  | Table Tennis                          |
| Duke of Edinburgh   | Latin  | Theatre Society                       |
| Elite Sports Programme                                      | Maths, Science and Languages Ambassadors Programme | Trampolining                          |
| External Lecture Programme                                  | Medical Society                                    | Trips - New York, Poland etc          |
| Film Club   | Modern Israeli Dance                               | Tzedukah Society                      |
| Football  | Netball  | Work Shadowing Week                   |
| Guitar Surgery  | Norwood Volunteering Scheme                        | Young Enterprise                      |
| Gym Club  | Orchestra  | Zumba                                 |
| History & Politics Society                                  | Oxbridge Programme                                 |                                       |





# FAQs

## How is the curriculum organised in the Sixth Form?

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

There are two Pathways within the Sixth Form Curriculum:

**A Level Pathway** - Students on this Pathway will be expected to take 3 linear A Levels as well as an Extended Project Qualification (EPQ). Some students may be able to take 4 A Levels across the two years.

**Vocational Pathway** - Students on this pathway will choose from a combination of Cambridge Technical Diplomas (= 2 A levels) and Cambridge Technical Extended Certificates (= 1 A Level). They will be expected also to re-sit GCSE English and/or Mathematics if they have not yet attained a Grade 4 in this subject.

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?

The grading of GCSE is moving from an A\*-G system to a 9-1 system. For JCoSS Admissions purposes Grade 6 is equivalent to a B and Grade 4 is equivalent to a C.

For A levels: 6 GCSEs at Grade B/6 or higher, and at least a Grade 4 in English and Maths. NB individual subjects may have additional requirements.

For Cambridge Technicals: 5 GCSEs at Grade C/4 or higher.

If there are more students wanting a particular course than spaces available, we will allocate places for those courses on the basis of average GCSE points score across the best 8 subjects including English and Maths. We will also advise students on other possible options.

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 is progress and attainment assessed at JCoSS?

Students taking the A Level pathway will be expected to sit internal examinations in all of their subjects at the end of Year 12.

A Level 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). Grades are awarded from A\* to E.

Students on the Vocational Pathway will be expected to sit at least one examined component of the Cambridge Technical Course by the end of Year 12, with most students continuing the same courses in Year 13. Should a student fail an examined component after two attempts, they will have failed the course. This will then impact upon the student's place at JCoSS.

Cambridge Technical courses are internally assessed for the most part, with any externally assessed components held in either January or June. Grades are awarded from Distinction\* to Pass.

## What choices are available?

There is a wide choice of subjects available at A Level and Technical level. They are arranged into blocks so that we can construct a suitable timetable. Once we know students' initial choices, the blocks are finalised to give as many students as possible the subject combinations they want.

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](http://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 Sixth Form pathway and 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 is the Extended Project Qualification?

The EPQ is a guided independent study programme, leading to a grade (A\*-E) which gives students UCAS points. Students are taught study skills and are guided to choose a topic and produce a project which is usually written, but can include other media. The choice of topic is wide open, and allows students to pick an area that interests them and which they wish to research and explore further. EPQs are suitable for students of all abilities, and are well regarded by universities and employers as evidence of independent, self-motivated work.

## What about University entrance?

JCoSS is 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 a dedicated programme and co-ordinator 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 a member of the impartial Careers Team 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 Sixth Formers?

The facilities and resources available to JCoSS Sixth Form students are outstanding. These facilities include a dedicated Sixth Form area within the school, a coffee shop, access to a multi-gym and much more.

## What are the enrichment activities at JCoSS?

The extensive range of enrichment activities on offer to Sixth Form students at JCoSS can be found in the pages of this prospectus. From numerous 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 is second to none.





# Course guide

## A Level:

- |                        |                   |
|------------------------|-------------------|
| Art                    | Geography         |
| Biology                | History           |
| Business               | Latin             |
| Chemistry              | Maths             |
| Classical Civilisation | Further Maths     |
| Computer Science       | Modern Hebrew     |
| Dance                  | Music             |
| Design and Technology  | Music Technology  |
| Drama                  | Physics           |
| Economics              | Politics          |
| English Lang and Lit   | Psychology        |
| English Literature     | Religious Studies |
| Film Studies           | Sociology         |
| French                 | Spanish           |

## Cambridge Technical:

- |                      |                         |
|----------------------|-------------------------|
| Business             | IT                      |
| Digital Media        | Performing Arts (Dance) |
| Health & Social Care | Sport                   |





# ART AND DESIGN A LEVEL

Examination Board: Edexcel  
Course Number: Art and Design – 3510  
Subject Code: Fine Art – 9FA0

## 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 GCE two year course consists of Components 1 and 2 and minimum 1000 word Personal Study

### Component 1: Personal Investigation (60% of the qualification)

This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose. These elements should be integrally connected. 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.

### Component 2: Externally Set Assignment (40% of the total qualification)

This component incorporates two major elements: preparatory studies and the 15 hour period of sustained focus. The Externally Set Assignment represents the culmination of the GCE qualification allowing students to draw together all the knowledge, understanding and skills developed throughout. 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.

## Assessment

All student work will be assessed against Assessment Objectives which are equally weighted in this qualification. Assessment is based on Components 1 and 2 and minimum 1000 word Personal Study with a 15 hour end of course exam.

## Expectations

To be accepted onto the course you will need at least a Grade 6 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: Edexcel  
Course Number: 9BS0

## 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

### 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 question 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 Grade 6 at GCSE in Maths and English Language.

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 CAMBRIDGE TECHNICAL

Examination Board: OCR  
Qualification: Cambridge Technical Level 3 Extended Certificate/ Diploma in Business

## Course Content

The Extended Certificate is for students who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. The Business course covers a wide range of topic areas in order to offer students a breadth of knowledge which will enable students to go on to university or employment based routes.

This course is offered as a single (1 A Level) and a double (2 A Levels) but this is subject to demand,

You will study a range of topics, including:

- The Business Environment
- Working in Business
- Business Decisions
- Customers and Communication (diploma only)
- Marketing and Market Research
- Marketing Strategy (diploma only)
- Marketing Campaign (diploma only)
- Change Management (diploma only)
- Principles of Project Management
- Delivering a Business Project (diploma only)

## Assessment

The majority of the units are assessed by producing project-based work throughout the course. For diploma students, four of the ten units will be assessed by examinations. For extended certificate students, two of the five units are assessed by exams.

## 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.

# CLASSICAL CIVILISATION A LEVEL

Examination Board: OCR  
Course Number: H408

## Course Content

By studying Classical Civilisation A Level you will gain a broad and coherent insight into the literature and culture of the classical world and you will form an understanding of the profound ways in which the Greeks and Romans have shaped our modern world. You will engage closely with the oldest surviving works of literature in the Western literary canon, the origins of democracy, the birth of theatre, art and artistry, developing a wide range of analytical skills in the process. No knowledge of Greek or Latin is required; all source material will be in English translation.

## Assessment

### Paper 1: The world of the hero (40% of A level)

Written exam: 2 hours 20 minutes

You will study in depth one of either Homer’s Iliad or Odyssey, as well as Virgil’s Aeneid, developing knowledge and understanding of the epics themselves, the way in which they were composed, and the religious, cultural and social values and beliefs that underpin them.

### Paper 2: Culture and the arts (30% of A level)

Written exam: 1 hour 45 minutes

You will study visual and material culture as well as literature focused on one of the following topics:

- Greek theatre
- Imperial image
- Invention of the barbarian
- Greek art

### Paper 3: Beliefs and ideas (30% of A level)

Written exam: 1 hour 45 minutes

You will study an area of Classical thought, in combination with either the study of literature or visual/material culture focused on one of the following topics:

- Greek religion
- Love and relationships
- Politics of the Late Republic
- Democracy and the Athenians

## Expectations

To be accepted onto the course, you need at least a Grade 6 in English Literature and a Grade 6 in a Humanities subject at GCSE. The course demands good essay writing skills and a willingness to contribute to discussion. You will be set independent learning tasks each week and you will also be expected to carry out a large amount of self-study.



# COMPUTER SCIENCE A LEVEL

Examination Board: OCR  
Course Number: H446

## 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 A 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 6 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.

# DANCE A LEVEL

Examination Board: AQA  
Course Number: 2330

## Course Content

This course requires students to develop, demonstrate and articulate practical and theoretical knowledge, understanding and experience of:

- technical and performance skills
- the process and art of choreography
- the interrelationship between the creation, the presentation and the viewing/appreciation of dance works
- the development of dance placed within an artistic and cultural context
- professional dance works and the significance of these works
- subject specific terminology and its use.

Knowledge, understanding and skills will be developed and demonstrated within the areas of performance, choreography and critical engagement with their own work and the study of two specific areas of study.

Areas of study provide students with the opportunity to investigate the key changes in the development of dance linked to a genre(s) and allow students to demonstrate contextual understanding through written communication and performance.

## Assessment

Students will complete a practical exam (50%) and a 2 hour written exam (50%).

The practical will be:

- Choreography and performance of a solo
- Performance in a duet/trio.

## Expectations

Whilst not compulsory, a GCSE Grade 6 or above in Dance would be desirable. The technical demands of the course require an experience in a core dance technique such as Contemporary, Ballet or Jazz. Students must be able to analyse, interpret, reflect on their own and other's work including professional choreographers.



# DESIGN AND TECHNOLOGY A LEVEL

Examination Board: WJEC  
Course Number: 603/1178/2

## 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 is an inspiring, rigorous and practical subject. It encourages students to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values. Students will be required to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes.

Learners should acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

## This A Level course consists of 2 components:

### Component One – Written Examination (50% of qualification, 3 hours)

This paper will contain three sections which will assess students' knowledge and understanding of:

- technical principles
- designing and making principles  
along with their ability to:
- analyse and evaluate design decisions and wider issues in design and technology.

Section A questions require short answers and should demonstrate breadth of knowledge  
Section B questions require more detailed responses, demonstrating breadth and depth of knowledge  
Section C questions require extended, essay style responses, demonstrating depth of knowledge. The quality of written communication in answers will also be considered in Section C.

### Component 2 - Non-exam Assessment (50% of qualification, maximum 80 Hours)

A sustained design and make project, based on a brief developed by the student, assessing the candidate's ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology.

## Assessment

Assessment for this A Level consists of 1 examination paper and 1 non-exam assessment component. The examinations are externally assessed by WJEC Eduqas and the non-exam assessment is marked by the centre and moderated by the WJEC Eduqas.

## Expectations

To be accepted onto the course you will need at least a Grade 6 or 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.

# DIGITAL MEDIA CAMBRIDGE TECHNICAL

Examination Board: OCR  
Qualification: Cambridge Technical Level 3 Extended Certificate/ Diploma in Digital Media

## Course Content

The Cambridge Technical in Digital Media is a vocational course which gives students the opportunity to develop their portfolio of work-related skills. It is excellent preparation for employment post sixth form but works equally well to support a student looking to apply for university.

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

The Extended Certificate course, equivalent to one A level, consists of 7 units of study. The Diploma course, equivalent to 2 A Levels, consists of 12-14 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, web pages
- Make your own film products
- Improve your communication skills
- Be offered opportunities for work-based learning and work experience.

## Assessment

All Technical courses contain a number of units of study assessed by the school, and a further 1-3 units that can take the form of a task or written exam that is set and marked externally by the exam board.

## 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.



# DRAMA AND THEATRE STUDIES A LEVEL

Examination Board: AQA  
 Course Number: 7262

## Course Content

The course focuses on working with plays from the point of view of a director, designer and performer. As well as developing performing and analytical skills, students acquire an understanding of drama art within a local, national and international context. Throughout the course students deepen and expand their experience of what theatre is; drawing on their involvement with the Shakespeare Schools Festival (November) and the JCoSS Fringe Festival (July). The course gives the opportunity to work in an interdisciplinary way to celebrate innovative and imaginative theatre practice.

### Component 1: Drama and Theatre

- Knowledge and understanding of drama and theatre
- Study of two set plays, one chosen from List A and one chosen from List B.
- Analysis and evaluation of the work of live theatre makers.

### Component 2: Creating original drama (practical)

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer, designer or director).
- Devised piece must be influenced by the work and methodologies of one prescribed practitioner.

### Component 3: Making theatre (practical)

- Practical exploration and interpretation of three extracts, each taken from a different play. Methodology of a prescribed practitioner must be applied to Extract 3. Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director).
- Reflective report analysing and evaluating theatrical interpretation of all three extracts.

## Assessment

**Component 1:** 3 hours written exam, open book, 80 marks, 40% of A Level

**Component 2:** Working notebook (40 marks), devised performance (20 marks), 30% of A Level

**Component 3:** Performance of Extract 3 (40 marks), Reflective report (20 marks), 30% of A Level

## Expectations

To be accepted onto the course students usually need at least a Grade 6 at GCSE in Drama or Expressive Arts, and at least a Grade 5 in English Language. Independent learning tasks will be set as practice for the 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 written examination.

# ECONOMICS A LEVEL

Examination Board: Edexcel  
 Course Number: 9EC0

## 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 A-level is by way of three exams.

**Papers 1 and 2** are each 2 hours long and comprise multiple choice, short-answer, data response and extended open-response questions. 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 data response and extended open-response questions

Papers 1 and 2 are each worth 35% of the final grade. Paper 3 is worth 30%.

## Expectations

To be accepted onto the course students need at least a Grade 6 at GCSE in Maths and English Language.

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: AQA  
Course Number: 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.

## Assessment

### 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 Grade 6 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: AQA  
Course Number: 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.

## Assessment

### 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 prose text and one pre-1900 poetry anthology

### Paper 2: Texts in Shared Contexts: Modern Literature from 1945 to the present day (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 Grade 6 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: OCR  
Course Number: H410

## Course Content

This course of study encourages students to watch, engage critically with and explore a wide range of film; to develop and sustain confident, personal responses to film via textual analysis; and to enjoy a variety of critically acclaimed films across the major genres. These include films from different cultural perspectives, films from the Silent Era to the present day, and different forms of film, including documentary, shorts and experimental.

The course consists of a mix of examined and practical non-examined assessments (NEA) which is essentially coursework.

Practical (NEA) work offers students the opportunity to produce a short film together with an evaluation.

Students are required to study a range of critically recognised and culturally significant set films from a range of different national cinemas, contexts and film forms (including documentary, short and experimental). The micro elements of film form (cinematography, mise-en-scène, editing and sound) are still the primary tools of film analysis. Performance has been introduced as an additional micro- element.

Students must study set films from a range of time periods from the silent era to present day as well as aesthetics and a range of specified critical approaches, including two filmmakers’ theories on film.

## Assessment

The A Level is assessed via two examined assessments lasting two hours and a practical (NEA) production.

**Unit 1: Film History (examined component) is worth 35% of the total A Level.**

**Unit 2: Critical Approaches to Film (examined component) is worth 35% of the total A level.**

**Unit 3: Making Short Film (non-examined component) is worth 30% of the total A level.**

## Expectations

To be accepted onto the course students need at least a Grade 6 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.

# FRENCH A LEVEL

Examination Board: AQA  
Course Number: 7652

## Course Content

3.1.1 Aspects of French-speaking society: current trends; 3.1.2 Aspects of French-speaking society: current issues; 3.3 Grammar; 3.4.1 Literary Texts & Films; 3.5 Individual Research Project

A-Level French offers students the opportunity to develop an in-depth knowledge of the language through the exploration of Francophone culture and society. The curriculum demands students to develop knowledge and an informed opinion on a variety of cultural and social themes in relation to Francophone countries. This varied and challenging course incorporates the study of two literary works from the fields of Literature and Film. Using the linguistic skills developed in Year 1 students will learn how to analyse and debate the set works in French. In Year 2 students will embark upon an independent research project which allows them to choose a topic of interest related to the key themes of the course and study this in greater detail. The research project will be a unique opportunity to develop individual interests and must be distinct from the topics chosen by others on the course. A comprehensive grammar programme underpins the topic areas to enable students to develop the linguistic skills to use the language independently. Completion of the course will enable students to express their ideas verbally and in writing with a high level of proficiency.

## Assessment

**Paper 1 : Listening, Reading & Writing (2½ hours)**

- 3.1.1 Aspects of French-speaking society: current trends
- 3.1.2 Aspects of French-speaking society: current issues
- 3.3 Grammar

Questions will require some translation into French and English, summaries in French of written and spoken passages

**Paper 2 : Writing (2 Hours)**

- Literary Works: Students will be required to write two essays on each of the set works studied. Set works are selected from a prescribed list. Each essay should be at least 300 words in length with no access to the texts or dictionaries.

**Paper 3: Speaking (21-23 Minutes)**

- 5 Minutes preparation time
- Discussion of a stimulus card based on the themes from Aspects of French-speaking society (5-6 minutes)
- Presentation (2 minutes) and follow discussion of the Individual Research Project (9-10 minutes)

## Expectations

To be accepted onto this course, a minimum of a Grade 6 at GCSE in this subject is required. However, it is highly recommended that students have a Grade 7 or above. 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 independently, eg. a French newspaper to keep abreast of current affairs. They will also be expected to spend time each week learning vocabulary and practising new grammar structures



# GEOGRAPHY A LEVEL

Examination Board: Edexcel  
Course Number: 9GE01

## 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 economic, scientific and political. It is a course for those with a natural curiosity equipping you with a rigorous and varied skill set.

### Paper 1

Tectonic Processes and Hazards, Landscape Systems, Processes and Change – including optional sub-topics from which students choose one from two: 2A: Glaciated Landscapes and Change or 2B: Coastal Landscapes and Change, The Water Cycle and Water Insecurity, The Carbon Cycle and Energy.

### Paper 2

Globalisation, Shaping Places – including optional sub-topics from which students choose one from two: 4A Regenerating Places or 4B Diverse Places, Superpowers, Global Development and Connections – including optional sub-topics from which students choose one from two: Health, Human Rights and Intervention or Migration, Identity and Sovereignty.

### Paper 3

The specification contains three synoptic themes within the compulsory content areas: Players, Attitudes and actions, Futures and uncertainties.

## Assessment

**Paper 1: Written examination: 2 hours and 15 minutes; 30% of the qualification**

**Paper 2: Written examination: 2 hours and 15 minutes; 30% of the qualification**

**Paper 3: Written examination: 2 hours and 15 minutes; 20% of the qualification**

**Coursework 20% of the qualification – A written independent investigation of 3000–4000 words.**

## Expectations

Entry requirement for Geography A level is a Grade 6 at GCSE Geography. If students have not taken Geography at GCSE a Grade 6 in Maths and English Language is required.

The course demands good essay writing skills and mathematical aptitude.

You will be set independent learning tasks every week and will also be expected to carry out a large amount of self-study. This will include; keeping abreast of geographical issues in the news, as well as academic books, journals and websites on the subject.

# HEALTH AND SOCIAL CARE CAMBRIDGE TECHNICAL

Examination Board: OCR  
Qualification: Cambridge Technical Level 3 Diploma in Health and Social Care

## 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 health, social care and child care.

The Cambridge Technical Level 3 Diploma is equivalent to two A-Levels and consists of the following units:

- Building positive relationships in health and social care
- Equality, diversity and rights in health and social care
- Health, safety and security in health and social care
- Anatomy and physiology for health and social care
- Infection control
- Personalisation and a person-centred approach to care
- Safeguarding
- Creative activities for children and young people
- Nutrition for health
- Promote positive behaviour
- Promoting health and wellbeing
- Principles of youth work practice

## 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 both externally set and assessed exams as well as internally set and assessed assignments. The internally assessed assignments will include a number of different types of assessment methods which may include presentations, reports, posters, information booklets and case studies.

## 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, midwife, nurse, social worker, support worker, youth 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, social care, child care and youth work.



# HISTORY A LEVEL

Examination Board: AQA  
Course Number: 7042

## 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: France in Revolution 1774-1815

This option provides for the study in-depth of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in Revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution. Topics of study will include the causes of the French Revolution, including a study of key political figures including Louis XVI, Marie-Antoinette and Robespierre. Students will track the early developments of the Revolution, focusing on internal and external threats leading to the reign of the Terror. In their second year students will consider the reasons for the emergence of Napoleon as leader of France and analyse and evaluate his key achievements within France and Europe.

### 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: 2½ hour exam (40% of A-Level)**

**Component 2: 2½ hour exam (40% of A-Level)**

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

## Expectations

Entry requirement for History A level is a Grade 6 at GCSE History. If students have not taken History at GCSE a Grade 6 in English Literature and Language is required (or only English Language if Literature not studied at GCSE).

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.

# INFORMATION TECHNOLOGY CAMBRIDGE TECHNICAL

Examination Board: OCR  
Qualification: Cambridge Technical Level 3 Extended Certificate in IT

## Course Content

The Extended Certificate is for students who are interested in learning about information technology alongside other fields of study, with a view to progressing to a wide range of higher education courses, or to employment in the IT sector.

The IT course covers a wide range of topic areas in order to offer students a breadth of knowledge which will enable students to go on to university or employment-based routes.

This course is offered as a single (1 A-Level) and is subject to demand,

You will study a range of topics, including:

- Fundamentals of IT
- Global Information
- Cyber Security
- Systems Analysis and Design
- Product Development

## Assessment

For extended certificate students, three of the five units are assessed by exams. The remaining units are assessed by coursework projects.

## Expectations

Students need to be self-motivated and able to work on extended projects. They must be enthusiastic computer users, beyond simply browsing the web and playing games. Coding and/or web-development experience is strongly recommended.



# LATIN A LEVEL

Examination Board: OCR  
Course Number: H443

## Course Content

A-level Latin allows students to extend their language skills as well as developing an understanding and appreciation for the literature, culture and society of ancient Rome. Students build their knowledge of vocabulary and linguistic structures through reading and studying prose and verse texts in Latin. The course develops a high level of linguistic competence, requiring students to translate unseen texts with accuracy as well as consideration of the genre. There is also the opportunity for prose composition. Study of literature extends beyond the GCSE in both breadth and depth, with both prose and verse texts studied in Latin and English and analysed in detail.

## Assessment

### Component 1: Unseen Translation 33%

Written exam: 1 hours 45 minutes

This paper will test knowledge of vocab, accidence and syntax through translation of an unseen passage of both Ovid (verse) and Livy (prose) into English.

### Component 2: Prose Composition or Comprehension 17%

Written exam: 1 hour 15 minutes

Students will show their linguistic competence by either answering comprehension questions on an unseen passage of Latin, or translating a short passage of English into Latin.

### Component 3: Prose Literature 25%

Written exam: 2 hours

This component requires the study of a selection of prose literature in the original Latin with some parts in English to aid context. In the exam students will translate passages of text as well as responding at length to questions regarding the use of language, context and interpretation of the texts.

### Component 4: Verse Literature 25%

Written exam: 2 hours

This component requires the study of a selection of verse in the original Latin with some parts in English to aid context. In the exam students will translate passages of text as well as responding at length to questions regarding the use of language, context and interpretation of the texts.

Authors include Virgil, Ovid and Horace

## Expectations

To be accepted onto the course, you need at least a Grade 6 in Latin at GCSE. The course demands a good knowledge of Latin vocabulary, accidence and syntax as well as the ability to respond analytically to Latin texts. You will be set independent learning tasks each week and you will also be expected to carry out a large amount of self-study including vocabulary learning and practising of new grammar.

# MATHS A LEVEL

Examination Board: Edexcel  
Course Number: 9MA0

## Course Content

Mathematics at A 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.

## A Level course (Pure mathematics 1, pure mathematics 2 and statistics and mechanics)

### Pure Mathematics 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, proof, trigonometry, differentiation and integration.

### Pure Mathematics 2:

This module builds upon the topics taught in Pure Mathematics 1 and introduces new and more challenging concepts in algebra and functions, coordinate geometry, sequences and series, proof, trigonometry, differentiation and integration.

### Statistics and Mechanics:

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, statistical distributions and hypothesis testing. Mechanics looks at how and why physical objects move and behave as they do. This module studies mathematical models in mechanics, kinematics of particles moving in straight lines, moments and forces and Newton’s laws.

## Assessment

The examinations consist of a 120-minute paper for each module. They contain 100 marks each. Calculators can be used in all papers.

## Expectations

To be a successful candidate in Mathematics you need to above all enjoy the subject. A Grade 7 in Mathematics at GCSE is necessary to be accepted onto the course.



# FURTHER MATHS A LEVEL

Examination Board: Edexcel  
Course Number: Further Mathematics (9FM0)

## Course Content

Further Mathematics at A 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.

## Course (Paper 1, Paper2, Paper 3 and Paper 4)

### Paper 1: Further Core Pure Mathematics 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.

### Paper 2: Further Core Pure Mathematics 2

Students study further complex numbers and use them to solve differential equations. Introduction to polar coordinates and inequalities allow the students to find new routes to tackle seemingly unanswerable problems.

### Papers 3 and 4: Option

These papers are option based and consist of modules containing Further Pure and Further Mechanics. The content for these are as follows:

- Further Pure: Further calculus, further differential equations, coordinate systems, further vectors and inequalities
- Further Mechanics: Momentum and impulse, collisions, centres of mass, work and energy

## Assessment

The examinations consist of a 90-minute paper for each module. They contain 75 marks each. Calculators can be used for all papers.

## Expectations

To be a successful candidate in Further Mathematics you need to above all enjoy the subject. A Grade 8 or 9 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.

# MODERN HEBREW A LEVEL

Examination Board: AQA  
Course Number: 7672

## Course Content

- Social Issues & Trends
- Political & Artistic Culture
- Grammar
- Literary Texts and Films

## Assessment

Students will study technological and social change, looking at diversity and the benefits it brings. They will study highlights of Israeli artistic culture, including art and architecture, and learn about Israeli politics including political engagement amongst the young.

Students also explore the influence of the past on present day Israel.

Throughout their studies, they will learn the language in the context of Israel and learn about the issues and influences which have shaped the country. Students will study texts and film and have the opportunity to carry out independent research in an area of their choice.

Assessment tasks will be varied and cover listening, reading and writing skills.

### Paper 1: Reading & Writing (2½ hours)

All questions are in Modern Hebrew, to be answered with responses in Modern Hebrew. Translation from Modern Hebrew to English. The Individual research project will be assessed through reading and responding in writing to an unseen question based on a target language source on one of the research topics published in the specification. Students will be required to use information from the source as well as the knowledge gained from their individual research.

### Paper 2: Writing (2 Hours)

Literary Works: Students will be required to write two essays on each of the set works studied.

### Paper 3: Listening, reading & writing (2½ hours)

All questions are in Modern Hebrew, to be answered with responses in Modern Hebrew. Translation from English to Modern Hebrew.

## Expectations

To be accepted onto this course, a minimum of a Grade 6 at GCSE in this subject is required. However, it is highly recommended that students have a Grade 7 or above. 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 Hebrew. Students will be expected to read independently, eg. a Hebrew newspaper to keep abreast of current affairs. They will also be expected to spend time each week learning vocabulary and practising new grammar structures.



# MUSIC A LEVEL

Examination Board: Edexcel  
Course Number: 9MU0

## 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 A Level course consists of 3 Units:

#### Unit 1: Performing Music (Externally assessed, 30% 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 an 8 minute recital.

#### Unit 2: Composing (Externally assessed, 30% of total A level mark)

This unit encourages students to develop their composition skills leading to the creation of two original compositions. One composition is in response to a brief set by Edexcel, the other a free choice composition or in response to a second brief set by Edexcel. The total time for both compositions is 6 minutes.

#### Unit 3: Developing Musical Understanding (Externally assessed by examination 40% of total A level mark)

This unit focuses on listening to familiar music and understanding how it works. Areas of study include Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions. The exam is divided into two sections:

Section A: Three questions related to the set works (audio and skeleton score provided), one short melody/ rhythm completion exercise.

Section B: Extended response: Two essay questions, essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract. Essay two gives a choice of three questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.

## Expectations

A minimum of a Grade 6 in GCSE Music, plus a Grade 5 practical award and a Grade 5 theory award.

# MUSIC TECHNOLOGY A LEVEL

Examination Board: Edexcel  
Course Number: 9MT0

## Course Content

The specification aims to encourage students to develop a range of skills, knowledge and understanding needed to create and produce music using technology. It provides a worthwhile course of study to broaden experience, foster creativity and promote personal and social development. Through coursework components, students should be able to create, develop and record musical ideas using a range of technology. Identify and correct errors and misjudgements in the use of technology and demonstrate understanding of, and comment perceptively on the technological and contextual features of recorded music.

### The A Level course consists of 4 Components:

#### Component 1: Recording (Externally assessed, 20% of total A level Mark)

This unit gives students the opportunity to learn how to use production tools and techniques to capture, edit, process and mix an audio recording. One recording between 3 and 3½ minutes is chosen from a list of 10 songs provided by Edexcel. This will involve recording at least seven instruments to create an audio recording of the chosen song.

#### Component 2: Technology based Composition (Externally assessed, 20% of total A level mark)

This unit gives students the opportunity to create, edit, manipulate and structure sounds into a composition and to develop their composition skills leading to the creation of one original composition.

The composition is in response to a brief set by Edexcel and must include synthesis and sampling. The total time for the compositions is 3 minutes.

#### Component 3: Listening and Analysing (Externally assessed by examination 25% of total A level mark)

This unit focuses on listening to familiar music and understanding how it works. Areas of study include Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions. The exam is divided into two sections.

Section A: Listening and Analysing; Four questions based on unfamiliar commercial recordings.

Section B: Extended written response: Two essay questions, one comparing two unfamiliar commercial recordings and one of another commercial recording.

#### Component 4: Producing and analysing (Externally assessed, 35% of total A level mark)

This is a written and practical exam which tests knowledge of editing, mixing and production techniques. Students will create, correct and combine audio and MIDI tracks to form a completed mix. The written component will focus on testing the application of knowledge of mixing to a specific scenario.

## Expectations

A minimum of a Grade 6 in GCSE Music.



# PERFORMING ARTS (DANCE) CAMBRIDGE TECHNICAL

Examination Board: OCR  
Qualification: Cambridge Technical Level 3 Extended Certificate in Performing Arts (Dance)

## Course Content

The Cambridge Technical Performing Arts is a vocational course which will provide students with the opportunity, through applied learning, to develop the core specialist knowledge, skills and understanding which are required to work professionally within the performing arts industry. Students will work with performing arts teachers and professional artists. The extended certificate is equivalent to one A-Level. Students must complete a total of 5 units. Units 1, 2 and 3 are assessed by external assessment and marked by OCR. The remaining units will be internally assessed and externally moderated by OCR.

### Unit 1: Prepare to work in the performing arts sector

This unit will give you an understanding of the range and diversity of this industry. You will learn about the jobs and organisations that make up the industry, how it is funded and how companies are supported and regulated. You will learn to self-promote and respond to current employment opportunities as well as learning when and how to adapt to a quickly changing economic landscape.

### Unit 2: Proposal for a commissioning brief

You will be given the opportunity to develop a community arts project from a given brief. You will consider your creative skills and preferences and think about how these can be utilised in a way that benefits a community or a defined group of participants who may otherwise have little access to the project’s content.

### Unit 3: Influential performance practice

You will learn about genres, styles and periods, social, cultural and historical influences and significant theatrical/performance developments and practitioners. You will become familiar with a range of different styles and periods and will be able to select, adapt and apply elements of your research into your performance concept and practical performance.

### Unit 4: Combined arts

You will research into the history of new performance and influential artistic practice. You will study historical and contemporary examples to inspire you to make you own piece of combined art. You will then integrate two or more different art forms or styles of performance into your new reimagined piece of repertoire.

### One optional unit from:

- Current issues in performing arts: you will learn how the Performing Arts are influenced by the social and political environment in which they operate and explore practical ways to develop critical thinking skills, and integrate social and political perspectives into your understanding of the Performing Arts Industry.
- Improvisation: you will explore and develop the creative skill of improvisation and understand its place in the development process of performance. It will help you to extend your technical vocabulary and increase your ability to analyse and evaluate.
- Performing repertoire: you will have an opportunity to work within the discipline and demands of a piece of repertoire and be able to put your own mark on the material.

## Expectations

Experience of working in a performing arts subject (Dance, Drama, Music) at Level 2 (GCSE, BTEC or CTEC) and a passion for performing arts either as a performer or technician.

# POLITICS A LEVEL

Examination Board: Edexcel  
Course Number: 9PL0

## 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 Politics curriculum has been designed to provide students with a clear working knowledge of political systems and relationships in the UK and around the globe. On this basis of understanding, students practice their ability to apply ideologies to contemporary political debates. This nurtures the critical thinking skills of our students, as a result they develop a keen sense of their own political evaluations and can defend their views with conviction. Our Politics students are therefore prepared to be active participants in our democracy.

### Unit 1: UK Politics

- Political Participation: democracy and participation, political parties, electoral systems, voting behaviour and the role of the media.
- Core Political Ideas: conservatism, liberalism, socialism.

### Unit 2: UK Government

- UK Government: the constitution, parliament, Prime Minister and executive, relationships between the branches, and feminism.

### Unit 3: Global Comparative Politics

- Sovereignty and globalisation, global governance (political, economic, human rights, environmental), power and developments, regionalism and the EU, comparative theories.

## Assessment

**Unit 1: Written examination: 2 hours (33.3% of the qualification)**

**Unit 2: Written examination: 2 hours (33.3% of the qualification)**

**Unit 3: Written examination: 2 hours (33.3% of the qualification)**

## Expectations

To be accepted onto the course students need at least a Grade 6 at GCSE English Language and a B grade in 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 regularly and will also be expected to carry out their own independent reading. Students will be expected to read a quality online newspaper to keep up to date with political developments.

# PSYCHOLOGY A LEVEL

Examination Board: AQA  
Course Number: 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.

## This 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 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 Grade 6 in GCSE Maths and English Language and a Grade 6 in Biology.

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: EDUQAS

## Religious Studies A-Level enables students to:

- Develop their interest in a rigorous study of religion and belief and relate it to the wider world
- Develop knowledge and understanding appropriate to a specialist study of religion
- Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- Adopt an enquiring, critical and reflective approach to the study of religion
- Reflect on and develop their own values, opinions and attitudes in the light of their study.

## This A Level course consists of Components A, B and C:

### Component A: The study of religion - Judaism

There will be four themes within each option: religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity.

### Component B: Philosophy of religion

There will be four themes within this component: arguments for the existence of God; challenges to religious belief; religious experience; religious language.

### Component C: Religion and ethics

There will be four themes within this component: ethical thought; deontological ethics; teleological ethics; determinism and free will.

## Assessment

This is a linear A-Level with 3x2hour exams at the end of year 13.

The three papers are equally weighted.

## Expectations

To be accepted onto the course students' need at least a Grade 6 at GCSE English Language. You do not need to have Religious or Jewish Studies at GCSE, or to hold any particular beliefs: a willingness to engage with religious and philosophical issues in discussion is more important. This 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 read your own academic books on the subject.



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.

Examination Board: AQA  
Course Number: 7402

Course Content

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

Biology is an A 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

There are 3 exams with a combination of theory and practical papers.

Expectations

Minimum of Grade 7 (grade 8's are highly recommended due to the demanding nature of the course) in all GCSE Science subjects which have been taken whether double award or triple award, plus a minimum of a Grade 6 in Maths.

We strongly recommend that Biology is not the only Science/Maths subject that a student takes. If Biology is taken without another Science or Maths, we will require a minimum of grade 8's in the GCSE modules in Biology, plus a Grade 7 in Maths.

Examination Board: AQA  
Course Number: 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

There are 3 exams with a combination of theory and practical papers.

Expectations

Minimum of Grade 7 (grade 8's are highly recommended due to the demanding nature of the course) in all GCSE Science subjects which have been taken whether double award or triple award; plus a minimum of a Grade 7 in Maths. It is recommended, but not essential, to be studying A level Maths.

We strongly recommend that Chemistry is not the only Science/Maths subject that a student takes. If Chemistry is taken without another Science or Maths, we will require a minimum of grade 8's in the GCSE modules in Chemistry.

# SCIENCE: PHYSICS A LEVEL

Examination Board: AQA  
Course Number: 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

There are 3 exams with a combination of theory and practical papers.

## Expectations

Minimum of Grade 7 (grade 8’s are highly recommended due to the demanding nature of the course) in all GCSE Science subjects which have been taken whether double award or triple award; plus a minimum of a Grade 7 in Maths. We expect that students studying A-Level Physics will be also studying A-Level Maths.

# SOCIOLOGY A LEVEL

Examination Board: AQA  
Course Number: 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 becoming 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 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 develop 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 A-Level Sociology is via examinations:

### 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 Grade 6 at GCSE in English Language. 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: AQA  
Course Number: 7692

## 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 Mathematics, Geography, History, Business Studies and English.

3.1.1 Aspects of Spanish-speaking society: current trends; 3.1.2 Aspects of Spanish-speaking society: current issues; 3.3 Grammar; 3.4.1 Literary Texts & Films; 3.5 Individual Research Project

A-Level Spanish offers students the opportunity to develop an in-depth knowledge of the language through the exploration of Hispanic culture and society. The curriculum demands students to develop knowledge and an informed opinion on a variety of cultural and social themes in relation to Hispanic countries. This varied and challenging course incorporates the study of two literary works from the fields of Literature and Film. Using the linguistic skills developed in Year 1 students will learn how to analyse and debate the set works in Spanish. In Year 2 students will embark upon an independent research project which allows them to choose a topic of interest related to the key themes of the course and study this in greater detail. The research project will be a unique opportunity to develop individual interests and must be distinct from the topics chosen by others on the course. A comprehensive grammar programme underpins the topic areas to enable students to develop the linguistic skills to use the language independently. Completion of the course will enable students to express their ideas verbally and in writing with a high level of proficiency.

## Assessment

### Paper 1 : Listening, Reading & Writing (2½ hours)

- Aspects of Hispanic society, Artistic culture in the Hispanic world, Multiculturalism in Hispanic society, Grammar

Questions will require some translation into Spanish and English, summaries in Spanish of written and spoken passages

### Paper 2 : Writing (2 Hours)

- Literary Works: Students will be required to write two essays on each of the set works studied. Set works are selected from a prescribed list. Each essay should be at least 300 words in length with no access to the texts or dictionaries.

### Paper 3: Speaking (21-23 Minutes)

## Expectations

To be accepted onto this course, a minimum of a Grade 6 at GCSE in this subject is required. However, it is highly recommended that students have a Grade 7 or above. 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.

# SPORT CAMBRIDGE TECHNICAL

Examination Board: OCR  
Qualification: Cambridge Technical Level 3 Extended Certificate in Sport & Physical Activity

## Course Content

Designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technicals in Sport and Physical Activity focus on the requirements that today’s universities and employers demand. Students will also develop professional, personal and social skills through interaction with peers, stakeholders and clients, as well as theoretical knowledge and understanding to underpin these skills. These support the transferable skills required by universities and employers such as communication, problem solving, time management, research and analytical skills.

Students will consider the barriers to and the effects and benefits of sport and physical activity across all age ranges and social groups, including people with disabilities, so they can tailor their approach depending on the person, people or situation they’re working with to ensure inclusivity. They’ll also learn how to work in a safe and effective way, protecting themselves and those they’re working with from injury or harm.

## Units covered

- Body systems and the long and short term impacts of sport and physical activity
- How sport is organised and the purpose of sports development
- Organisation of sports events
- Physical activity for specific groups

## Assessment

There is a wide range of centre assessed units with practical and wider project-based elements, as well as examined units.

## Expectations

Students who choose this course will have an interest and enthusiasm for being physically active, but will also want to develop their understanding of the way in which sport and physical activity is constructed and developed. Organisation skills and communication skills are also valued highly on this course.

# PSRP SIXTH FORM

Places in the PSRP are allocated to students by the local authority to students with a statement or EHCP naming an Autistic Spectrum Condition as their primary special educational need. The PSRP Sixth Form offers a bespoke and diverse curriculum to these students according to their interests and level of need. This curriculum will be made up of the following programmes:

## A Level and Cambridge Technical

Some students are integrated into the JCoSS Sixth Form A Level and Vocational programmes. See subject specific course information.

## Functional English

This Functional English curriculum gives students practical skills for the modern world and helps them get the most from life, learning and work.

This course aims to ensure students have good communication skills in reading, writing, speaking and listening. It assesses whether students can use these skills in everyday situations. The course is available at Entry Levels 1, 2 and 3 and Levels 1 and 2.

## Functional Maths

The Functional Mathematics curriculum aims to promote mathematical thinking and transferable skills rather than rote learning. Students will develop their skills in Mathematics within the context of everyday situations and the world of work. The course is available at Entry Levels 1, 2 and 3 and Levels 1 and 2.

## PSD (Personal Social Development)

The Personal and Social Development (PSD) qualification offers imaginative ways of supporting young people in: Social understanding of the world around them; Becoming confident individuals who are physically, emotionally and socially healthy; Being responsible citizens who make a positive contribution to society and embrace change; Managing risk together with their own wellbeing.

The course is assessed through each student producing a Portfolio of Evidence and is offered at Entry Levels 1, 2 or 3 and Level 1 and 2.

## Short Courses

Short Courses are flexible, portfolio-based programmes that offer a nationally recognised certificate. The Short Courses are designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas. There are more than 30 Short Course titles available, such as, Geography, History, Foodwise and Sports and Fitness, to suit the areas of interest of each student.

## CoPE (Certificate of Personal Effectiveness)

The Certificate of Personal Effectiveness is a nationally recognised qualification. The qualification offers imaginative ways of accrediting young people's activities. They promote, and allow centres to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges. The six Key Skills covered in the course are as follows: Working with Others; Introduction to Improving Own Learning and Performance; Introduction to Problem Solving; Planning and Carrying out a Piece of Research; Communicating through Discussion; Planning and Giving an Oral Presentation.

The course is assessed through each student producing a Portfolio of Evidence completed at Level 1, Level 2 or Level 3 (70 UCAS points).

## Personal Progress

The Entry 1 qualifications in Personal Progress are made up of units that can be broadly divided into the following areas: Literacy, Numeracy, ICT, Independent Living Skills, Personal Development, Community Participation; Preparation for Work.

## Diplomas in Life Skills

The Diplomas in Life Skills are QCF qualifications based around the development of personal, social and employability skills. The qualifications are made up of a range of units covering the following areas: Independent Living; Personal and Social Development; Community Awareness; Personal Safety; Preparation for Work.

The Diplomas in Life Skills are assessed through each student producing a Portfolio of Evidence and are available at Entry Levels 1, 2 and 3.

## Employability

The Employability qualifications provide a framework for developing and recognising general employability skills at Entry Levels 2 and 3 and Levels 1, 2 and 3.

## Volunteering and Work Experience

Students will take part in regular volunteering opportunities to develop personal interest, independence and encourage a sense of social responsibility. Volunteering and work experience will reinforce the skills that they are acquiring through the curriculum and enable students to embed these skills into everyday work and life contexts.

# 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](http://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:** Swiss Cottage – Finchley Road

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

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

**Route 2b:** Manor Road – Grange Hill – Chigwell Row – Abridge – Theydon Bois

**Route 3:** Frogmore – Radlett – Shenley – London Colney – Potters Bar

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

**Route 4a:** Temple Fortune – East End Road

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

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

**Route 7:** Hendon Parson St – Page Street – Mill Hill Broadway – Uphill Road – Totteridge

**Route 7a:** Hendon Church Road – Hendon Lane – Finchley Central – Victora Park – Whetstone

## 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.



# 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 all students. Parents are asked for a voluntary contribution so that students can benefit from our unique Jewish Ethos, the state of the art security infrastructure and the extra facilities we provide. We do not receive funding for these, therefore parental contributions are extremely important.

- 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 – Board and lodging on a residential school visit unless the student is in receipt of free school meals. A voluntary contribution will be requested to cover the other aspects of the trip;
- 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

	Monday - Thursday	Fridays (Autumn half term to February half term)	Fridays (February half term to Autumn half term)
Registration	8:30 - 8:40	8:30 - 8:40	8:30 - 8:40
Lesson 1	8:40 - 9:45	8:40 - 9:35	8:40 - 9:45
Lesson 2	9:45 - 10:50	9:35 - 10:30	9:45 - 10:50
Break	10:50 - 11:10	10:30 - 10:50	10:50 - 11:10
Lesson 3	11:10 - 12:15	10:50 - 11:45	11:10 - 12:15
Lesson 4	12:15 - 13:20	11:45 - 12:40	12:15 - 13:20
Lunch	13:20 - 14:05	12:40 - 13:20	13:20 - 13:55
Form time/Assembly	14:10 - 14:25	13:25 - 13:45	14:00 - 14:15
Lesson 5	14:25 - 15:30		

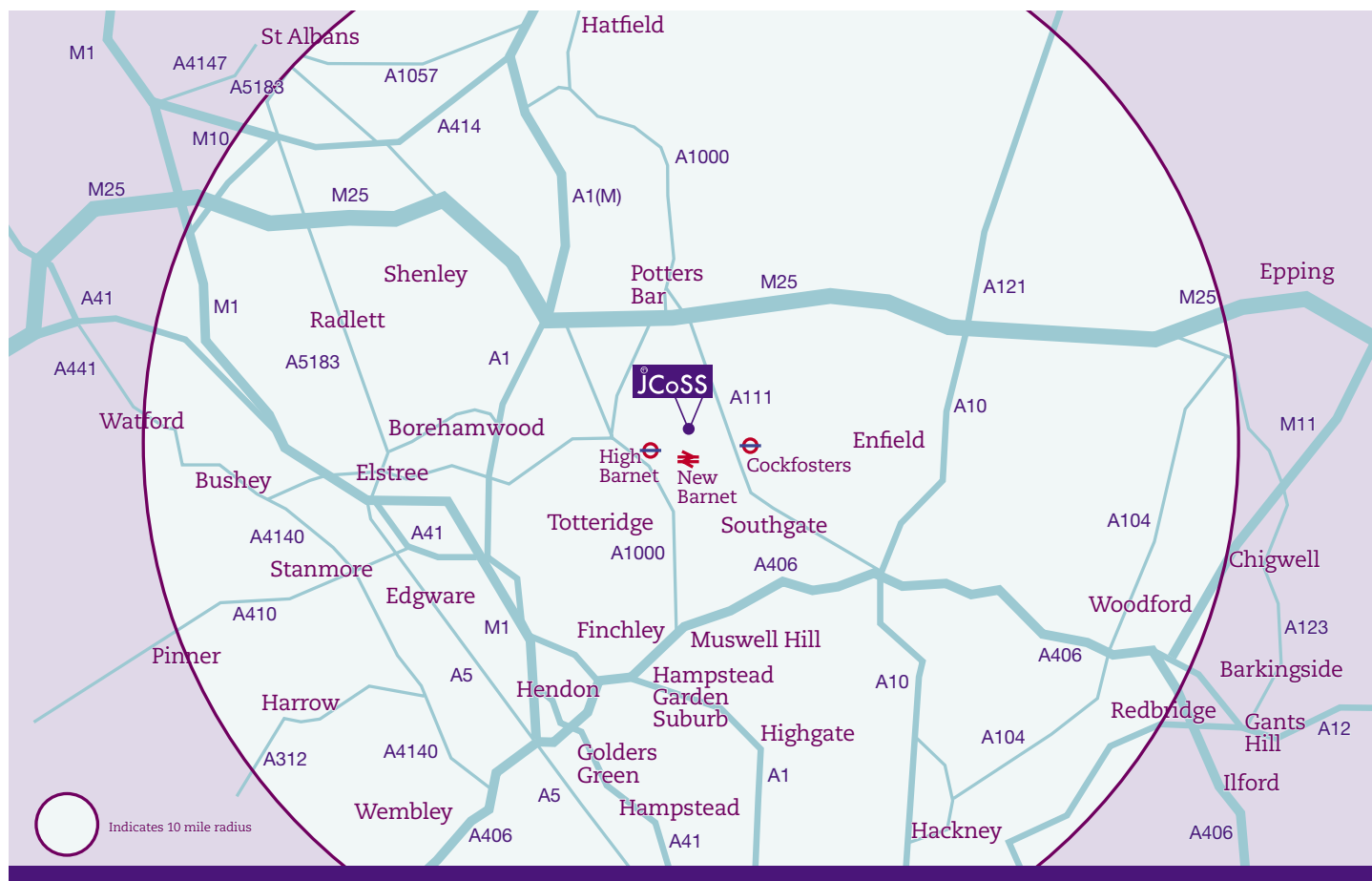
At the end of each term, on all Erev Yom Tov (day before Jewish festivals) and prior to termly Staff Training Afternoons and early closures, school will follow a Winter Friday timetable and ends following afternoon registration at 1.45pm.

On the last day of our Winter, Spring and Summer Term School will finish at 1.05pm regardless of which day of the week this falls.

Please note these timings are for the 2018-19 school year and are subject to change for 2019-20.



# Inspire



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