JCoSS

SIXTH FORM

JEWISH COMMUNITY SECONDARY SCHOOL

SIXTH FORM COURSE GUIDE

2027/2028

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.

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.

Benjamin de Jong
Deputy Headteacher: KS5 & Attendance
Head of Sixth Form

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 Vocational qualifications: the differences and entry qualifications are set out below.

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 and 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 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, Degree Apprenticeship

Vocational Pathway

Vocational qualifications are highly-respected A Level equivalents, offering a mix of theory and practical work, with a variety of methods of assessment. We offer single qualifications with the same value and study time as an A level, and double qualifications being equivalent to 2 A Levels.

Students who take vocational qualifications 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 qualifications, but this component makes up a smaller percentage of the overall qualification than in A Levels.

Entry Qualifications: 5 GCSEs at Grade 4 or higher.
NB individual subjects may have additional requirements.

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

i) Three single qualifications (equivalent to 1 A Level each)

or

ii) One double qualification (equivalent to 2 A Levels) and one single qualification (equivalent to 1 A Level)

Typical Post School Destination: University, Degree Apprenticeship or Employment

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 instead of, or alongside A Levels.
   ii) In exceptional circumstances we may offer other suitably qualified students a blended pathway of both A Level and vocational qualifications, if they meet the academic criteria.
3. This information is accurate at the time of publishing.

Course guide

A Levels:

- Art
- Biology
- Business
- Chemistry
- Computer Science
- Design and Technology
- Drama & Theatre
- Economics
- English Language
- English Literature
- Film Studies
- French
- Geography
- History
- Mathematics
- Further Mathematics
- Modern Hebrew
- Music
- PE
- Physics
- Politics
- Psychology
- Religious Studies
- Sociology
- Spanish

Vocational Qualifications:

- Accounting and Finance (Single)
- Business (Single)
- Business (Double)
- Food Science and Nutrition (Single)
- Health and Social Care (Double)
- Media (Single)
- Media (Double)

Additional Qualifications: (1 year)

These are additional courses that can be taken alongside your chosen subjects

- Core Mathematics
- Extended Project Qualification - EPQ
- Sports Leadership

ACCOUNTING AND FINANCE (SINGLE)

Qualification: V Level in Accounting and Finance

Course Content

Accounting and finance help organisations understand their performance and make informed decisions. This course explores how financial information is created, interpreted and used by businesses, charities and public sector organisations. It combines accounting principles with practical financial analysis and is equivalent in size to one A Level.

You will work with realistic organisational scenarios, financial statements, budgets and digital information. You will learn to explain what the figures show, compare possible decisions and communicate your conclusions clearly. The course provides a foundation for further study or apprenticeships in accounting, finance, business and related areas.

Topics studied include:

- Accounting concepts and the interpretation of financial statements
- Profit, costs, cash flow, budgets and financial ratios
- Analysing financial performance and position over time
- Using financial information to assess options and investment decisions
- Financial risk, regulation, ethics and sustainability
- Presenting financial findings to different audiences

Assessment

You will apply your knowledge to financial information and work-related scenarios, using calculations, analysis and written explanations to justify decisions. The precise assessment methods and weighting will be confirmed when the awarding body and final specification are chosen.

Expectations

To be accepted onto the course you will need at least a 5 grade in GCSE Maths. You should enjoy working with numbers and be interested in how organisations make financial decisions. Careful reading, attention to detail, independent study and a willingness to explain your reasoning are important.

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: Eduqas
Course Number: A510QS

The course consists of three sections:

Business Opportunities and Functions
Students start by focusing on new business start-ups and small and medium sized enterprises. The content in this section is based around the concept of starting a new business and the issues that surround the process of planning a new business.

Students then go on to cover all types of business organisation, ranging from recently formed small businesses to well established multinational companies. They need to understand that, in order to succeed in a competitive market, all businesses have to consider the core functions.

Business Analysis and Strategy
The emphasis in this section is on understanding and using analytical techniques and developing appropriate business strategies. Students need to understand, construct and analyse a range of decision-making models and investment appraisal methods used by businesses to decide on their strategy. Students need to develop analytical skills to investigate business opportunities and problems in a number of different contexts and evaluate a range of quantitative and qualitative data to suggest possible strategic responses from businesses.

Business in a Changing World
How businesses adapt to succeed in a dynamic external environment. Learners need to understand that the business world never stands still and there are continuous opportunities and threats to businesses of all sizes. Learners need to understand that regardless of size, businesses now operate in a global marketplace and they need to consider a wide range of external factors that affect their day-to-day activities, decision-making and strategy.

Assessment

Each exam paper at the end of Year 13 is worth one third of the final grade.
Each paper is 2 hours and 15 minutes.

Paper 1: Business Opportunities and Functions
Short-answer questions and data response questions

Paper 2: Business Analysis and Strategy
Data response and structured questions

Paper 3: Business in a Changing World
Questions based on a case study
One synoptic essay

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 (SINGLE)

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

Course Content

The Cambridge Technical in Business is a vocational course that helps you build a portfolio of valuable work-related skills. It's excellent preparation for employment after sixth form, while also giving you a strong foundation if you're applying for university.

Business is a dynamic and fast-changing sector, constantly adapting to new markets, technologies and ways of working. On this course, you'll explore a wide range of business functions, including marketing, human resources and enterprise. Through practical projects and case studies, you'll develop creative and strategic solutions to real-world business challenges. You'll also have the opportunity to specialise in areas of business that match your interests and future career goals.

You will study a range of topics, including:

- The business environment
- Working in business
- Customers and communication
- Marketing and market research
- Principles of project management

Assessment

The majority of the units are assessed by producing project-based work throughout the course. 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.

BUSINESS CAMBRIDGE TECHNICAL (DOUBLE)

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

Course Content

The Cambridge Technical in Business is a vocational course that helps you build a portfolio of valuable work-related skills. It's excellent preparation for employment after sixth form, while also giving you a strong foundation if you're applying for university.

Business is a dynamic and fast-changing sector, constantly adapting to new markets, technologies and ways of working. On this course, you'll explore a wide range of business functions, including marketing, human resources and enterprise. Through practical projects and case studies, you'll develop creative and strategic solutions to real-world business challenges. You'll also have the opportunity to specialise in areas of business that match your interests and future career goals.

You will study a range of topics, including:

- The business environment
- Working in business
- Business decisions
- Customers and communication
- Marketing and market research
- Marketing strategy
- Marketing campaign
- Change management
- Principles of project management
- Delivering a business project

Assessment

The majority of the units are assessed by producing project-based work throughout the course. Four of the ten units will be assessed by examinations.

Expectations

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

COMPUTER SCIENCE A LEVEL

Examination Board: 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 andevaluating 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.

DESIGN AND TECHNOLOGY A LEVEL

Examination Board: Eduqas
Course Number: A602QS

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 1 - 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 Eduqas and the non-exam assessment is marked by the centre and moderated by the Eduqas.

Expectations

To be accepted onto the course you will need at least a Grade 6 at GCSE in Design & Technology.

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

DRAMA AND THEATRE 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 JCoSS Drama Department's extra curricular provision including working with National Theatre Connections and a sixth form production. 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 need at least a Grade 6 at GCSE in Drama, at least a Grade 6 in English Language and usually a Grade 6 in English Literature. Students may be asked to demonstrate their practical ability to gain access to the course. 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 A LEVEL

Examination Board: AQA
Course Number: 7702

Course Content

Do you enjoy writing? Do you like annotating language and identifying techniques? Are you interested in the way that people speak and write in different contexts?

A-level English Language is about the way that language works in the world to build and create meaning. The subject offers opportunities for you to engage creatively and critically with a wide range of texts.

The key skills you will develop are:

- Linguistic analysis of a range of texts
- Study of socio-lingustic scholars and theorists
- Critical understanding of how language shapes meanings and discourses in our society
- Writing academically and creatively

Included are units on: Child Language Acquisition, Language and Gender, Social Class and Ethnicity, Attitudes to Language, Language and Technology, Accent and Dialect, Language Control and Creative Writing. You will develop your critical essay writing, evaluative skills and ability to construct a convincing written argument.

English Language is a highly regarded academic subject that fits perfectly with and complements so many others. It is a recognised and relevant stepping stone to further study at University or to Apprenticeships. Past leavers have gone on to study: Linguistics, Law, English and History, Anthropology, as well as Media, Film, Sports Broadcasting, and Creative Writing.

Assessment

Paper 1: Language, the individual and society (40% of A Level)
Written exam: 2 hours 30 minutes

- Explore a range of texts and look at how language varies and how different contexts are represented.
- Compare and analyse two texts in the exam using linguistic theory and terminology.
- Complete a discursive essay on children's language development, based on theories of this field of linguistics.

Paper 2: Language, Diversity and Change (40% of A Level)
Written exam: 2 hours 30 minutes

- Explore how and why language diversifies and changes across different sections of society through an evaluative essay.
- Analysis of how texts about the same topic show these changes. You will analyse how language is used to present ideas, attitudes and opinions.
- The exam includes a directed writing task linked to the topic of the exam paper.(Creative writing).

Non-exam assessment: Language in Action (20% of A Level)
Coursework: 3.500 words.

- A language investigation based on data that you have collected.
- A piece of original writing and commentary.

Expectations

To be accepted onto the course students need at least a Grade 6 in 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 texts for presentation in class. You need to enjoy reading and creative writing, and be willing to read independently beyond the texts we look at together in class.

ENGLISH LITERATURE A LEVEL

Examination Board: AQA
Course Number: 7712

Course Content

Love reading, discussing, and exploring great writing? English Literature A Level invites you to step into the worlds of classic and contemporary texts, where you'll develop your own interpretations and sharpen your analytical skills.

Over the two years you'll study a wide range of poetry, prose, and drama, from Shakespeare to modern novels, with opportunities to compare texts across themes such as love, politics, identity, and social change. The course balances core set texts with space for independent reading, especially through coursework, where you choose your own texts to compare in depth.

You'll build valuable skills in:

- **Close reading and analysis** – noticing how writers use language, structure, and form.
- **Critical thinking** – developing and evaluating different interpretations.
- **Essay writing** – presenting a clear, well-argued response.
- **Independent research** – exploring literature beyond the classroom.

Why choose English Literature? It's a subject that encourages curiosity, creativity, and confidence with ideas. It pairs brilliantly with both humanities and sciences, and is highly respected by universities and employers for the skills it develops in communication, reasoning, and analysis.

Assessment

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

Paper 2: Texts in Shared Contexts: Modern Literature from 1945 to the present day (40% of A Level mark)

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

Examples of set texts include: *The Great Gatsby* by F Scott Fitzgerald, Shakespeare's *Othello*, *The Handmaid's Tale* by Margaret Atwood, *A Streetcar Named Desire* by Tennessee Williams, Oscar Wilde's *The Picture of Dorian Gray* and the poetry of Carol Ann Duffy.

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: WJEC/ Eduqas
Course Number: A670U10-1

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.

Component 1: Varieties of Film and Filmmaking (35%)

Component 2: Global Filmmaking Perspectives (35%)

Component 3: Production NEA (30%) Coursework. A short film or Screenplay

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.

FOOD SCIENCE AND NUTRITION (SINGLE)

Examination Board: WJEC
Qualification: Level 3 Alternative Academic Qualification in Food Science and Nutrition
Course Number: 4523QX

Course Content

This course encompasses two key components:

- Food Science which focuses on food production, safety, processing, and innovation
- Nutrition, which examines the relationship between diet and health to prevent and manage diseases

The Food Science and Nutrition sector plays a critical role in improving global health, food quality, and sustainability. Food Science combines knowledge from biology, chemistry and health sciences, to address pressing issues such as food security, malnutrition, and diet-related chronic diseases.

Understanding nutritional requirements for a balanced diet will allows informed dietary choices to be made. Students will gain an appreciation of the nutritional value of food and the effect of this on individuals, as nutritional requirements can vary according to age, health, religion, and lifestyle choices.

The course investigates current trends driving the sector include rising consumer demand for health-conscious products such as functional foods, probiotics, and plant-based alternatives. Sustainability in the food industry is also a focus, e.g. alternative proteins, sustainable packaging, and strategies to reduce food waste.

Students will be required to plan, prepare, cook and present food items to meet the needs of a specific target audience, using appropriate level 3 practical skills and techniques.

Students will develop an understanding of hazards and risks in relation to the storage, preparation, cooking and serving of food items in different environments and the control measures needed to minimise these risks.

Students will us their understanding of the properties of food to carry out experiments which would solve food productions problems.

Assessment

Unit	Title	Type	Percentage of Qualification
Unit 1	Nutritional needs across the life stages	Written exam	25%
Unit 2	Developing practical food production skills	NEA	25%
Unit 3	Principles of food hygiene and food safety in food production	Written exam	25%
Unit 4 or Unit 5	Experimenting to solve food problems OR Current issues in Food Science and Nutrition	NEA	25%

The qualification is awarded on a six-point scale A* - E

Expectations

To be accepted onto the course you will preferably need at least a 5 grade in GCSE Food Preparation and Nutrition, Biology or Chemistry. You should have an interest in food science, nutrition and health. You need to be able to problem solve, work independently, work alongside other professionals, apply learning in vocational contexts and most importantly have an interest in and enjoy food.importantly have an interest in and enjoy food.

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

French A level builds on GCSE success and allows students to become confidently fluent by the end of Year 13; how exciting to know that advanced French can open so many doors whatever career path you choose whether that be Journalism, Law, The Civil Service and many others!

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 (DOUBLE)

Examination Board: Cambridge 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
- Creative activities for children and young people
- Safeguarding
- 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 4,500 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: 4,500 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.

MATHEMATICS 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 and a Grade 6 in English Language GCSE is necessary to be accepted onto the course.

Students will take an algebra test at the beginning of the year which they will need to pass to take the course.

FURTHER MATHEMATICS 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.

Paper 3: Further Pure 1
This extends ideas first met in the Core Pure part of the course.
The content is as follows:

- Further Pure: Further calculus, further differential equations, coordinate systems, further vectors and Inequalities.

Paper 4: Further Mechanics 1 and Further Statistics 1
Students sit both papers and the higher of their scores here contribute to their overall grade.
The content for these are as follows:

- Further Mechanics: Momentum and impulse, collisions, centres of mass, work and energy.
- Further Statistics: Poisson distribution, Geometric and negative binomial distributions, Central limit theorem, chi-squared tests.

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 and Grade 6 in English Language at GCSE are necessary to be accepted to the course as much of the work taught is given to students to tackle outside of their classroom. This A level must be studied alongside three other A levels including single Maths.

Students will take an algebra test at the beginning of the year which they will need to pass to take the course.

This A level must be studied alongside three other A levels including single Maths.

MEDIA (DIGITAL) CAMBRIDGE TECHNICAL (SINGLE)

Examination Board: Cambridge OCR
Qualification: Cambridge Technical Level 3 Extended Certificate 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. You will explore a range of digital media and moving image industries. You will devise exciting and creative solutions to projects, through the use of a variety of video and digital media technology. You will be given the opportunity to specialise in digital media or moving image in a variety of projects.

The course will focus on:

- Media products and audiences
- Pre-production and planning
- Create a media product
- Plan and deliver a pitch for a media product
- Advertising media
- Cross-media industry awareness

On the course you will:

- Design using software packages including Photoshop and Final Cut
- Understand how to textually analyse media products
- Improve photography, page layout and design skills
- Create a range of digital media solutions through a variety of projects
- Research current industry practices
- Make your own products across a variety of media industries
- Improve your communication skills
- Be offered opportunities for work-based learning and work experience
- Understand the structure and analysis of the media industry

Assessment

The course contains a number of units of study assessed by the school that are then externally moderated by the exam board. Additionally, it includes written exam units that are 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.

MEDIA (DIGITAL) CAMBRIDGE TECHNICAL (DOUBLE)

Examination Board: Cambridge OCR
Qualification: Cambridge Technical Level 3 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. You will explore a range of digital media and moving image industries. You will devise exciting and creative solutions to projects, through the use of a variety of video and digital media technology. You will be given the opportunity to specialise in digital media or moving image in a variety of projects.

The course will focus on:

- Media products and audiences
- Pre-production and planning
- Social media and globalisation
- Create a media product
- Plan and deliver a pitch for a media product
- Interactive media product
- Comics and graphic novel storytelling
- Journalism and the news industry
- Photography for digital media products
- Create a digital animation
- Advertising media
- Cross-media industry awareness

On the course you will:

- Design using software packages including Photoshop and Final Cut
- Understand how to textually analyse media products
- Improve photography, page layout and design skills
- Create a range of digital media solutions through a variety of projects
- Research current industry practices
- Make your own products across a variety of media industries
- Improve your communication skills
- Be offered opportunities for work-based learning and work experience
- Understand the structure and analysis of the media industry

Assessment

The course contains a number of units of study assessed by the school that are then externally moderated by the exam board. Additionally, it includes written exam units that are 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.

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 Grade 6 in Music, or a Grade 6 practical award and Grade 5 theory.

PE A LEVEL

Examination Board: OCR
Course Number: H555

Course Content

The course content involves the physiology, psychology and socio-cultural issues in physical activity and sport. There is also a practical assessment in one sport and students learn how to analyse sporting performance. The course looks in detail at how the human body adapts to exercise effectively and how the structure of the body facilitates sporting movements. There is a psychological focus on how skills are acquired and how sports psychology can be used to improve performance. The history of sport is also analysed and the role of sport in society, as well as contemporary issues in sport.

The A Level course consists of the following:

Physiological factors affecting sporting performance: This component focuses on the effects of force and motion on the body and how these effects can be used in physical activities to our advantage. This topic focuses on key systems of the human body involved in movement and physical activity. Students will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities and during recovery.

Psychological factors affecting sporting performance: This component focuses on models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person. Students will learn how to give guidance and feedback in constructive ways that are suited to that individual's personality; therefore assisting in developing practical performance in physical activities and sports.

Socio-cultural issues in physical activity and sport: This component focuses on influences that affect physical activity and sport for both the audience and the performer and how sport affects society. The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. The ever-evolving modern technology and its influence on sport performers and spectators is another focus of these topic.

Performance in physical education: Learners are assessed as either a performer or a coach in a sport of their choice from the syllabus. Students also analyse and evaluate a sporting performance verbally, providing feedback and creating a training programme to improve the observed performer.

Assessment

Physiological factors affecting sporting performance – Exam – 30%

Psychological factors affecting sporting performance – Exam – 20%

Socio-cultural issues in physical activity and sport – Exam – 20%

Performance in physical education – Non-exam assessment – 30%

Expectations

Students should be playing one sport regularly at district level as a minimum. Students need to have a thorough knowledge of a range of sports and have studied GCSE PE. Students should have achieved a grade 6 in GCSE PE and a grade 6 in Science.

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 participators 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

Three written exams, each lasting 2 hours and worth 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 Grade 6 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 and/or English Literature and at least a grade 6 at religious studies GCSE if studied.

You do not need to hold any particular beliefs but 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.

SCIENCE

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

When scarcely a day goes by without a new scientific breakthrough, we realise that the gap between what we know and what remains to be discovered is a fantastic journey we are embarked upon. Science surrounds us and we utilise it in numerous ways to our advantage every day. Science students will be inspired, stimulated and motivated to question scientific progress and be reasoned in their responses to scientific breakthroughs and reported events. They will continue to build on their data handling, experimental and evaluative skills, their scientific knowledge and understanding, and will apply them to show themselves as effective problem solvers, communicators and creative thinkers.

SCIENCE: BIOLOGY A LEVEL

Examination Board: 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 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 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 in Biology or 8-7 in Science.

SCIENCE: CHEMISTRY A LEVEL

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 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 in Chemistry or 8-7 in Science.

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 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 require students who study A-Level Physics to also be 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 Media)
In addition to understanding sociological perspectives, A-Level students develop their understanding of issues like ownership of media, how news is selected and presented in the media, as well as impact of media in shaping a global culture.

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

To be accepted onto this course, students who have studied GCSE Sociology must have achieved a minimum grade 6 in GCSE Sociology. Students who have not studied GCSE Sociology must instead have achieved a minimum grade 6 in both GCSE Mathematics and GCSE English Language.

The course demands good essay-writing skills, further research into topical sociological issues and a willingness to contribute to class discussion. You will be set independent learning tasks every week and will also be expected to carry out your own reading, as well as completing frequent essay-writing tasks.

SPANISH A LEVEL

Examination Board: AQA
Course Number: 7692

Course Content

Spanish is spoken by over 400 million native speakers and is the second most widely spoken language in the world. Studying it will not only develop your ability to communicate confidently at a high level but also deepen your understanding of Hispanic culture. It complements a wide range of subjects, particularly Mathematics, Geography, History, Business Studies and English.

3.1.1 Social issues and trends: Aspects of Hispanic society 3.1.2 Social issues and trends: Multiculturalism in Hispanic society

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 (2.5 hours)

- 3.1.1 Social issues and trends: Aspects of Hispanic society
- 3.1.2 Social issues and trends: Multiculturalism in Hispanic society
- 3.3 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)

- 5 Minutes preparation time
- Discussion of a stimulus card based on the themes from social issues and trends in Hispanic 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 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.

EXTENDED PROJECT QUALIFICATION - EPQ

This is an additional course that can be taken alongside your chosen subjects.

What is the EPQ?

The Extended Project Qualification (EPQ) is an independent project and a standalone qualification that students complete alongside their main Sixth Form studies.

It provides an opportunity for students to explore a topic that genuinely interests them beyond the scope of their A-level or vocational specifications and to develop a final project in one of two formats:

- A 5,000-word research-based essay
- A creative or practical project (called an artefact), supported by a shorter written report explaining the research and development process

Why Do the EPQ?

- Earn UCAS Points – The EPQ is worth up to 28 UCAS points, equivalent to half an A-level.
- Strengthen University Applications – Many universities value the EPQ and may take it into consideration when making offers.
- Enhance Personal Statements – It provides students with a unique opportunity to explore a subject in depth, beyond the curriculum, and to demonstrate independent learning, curiosity, and interest in their chosen field.
- Develop Valuable Skills – The EPQ helps students build key skills such as research, planning, time management, critical thinking, academic referencing, and presentation – all of which are essential for higher education and the workplace.

EPQ Grades and UCAS Points

EPQ Grade	UCAS Points
A*	28
A	24
B	20
C	16
D	12
E	8

What Makes the EPQ Unique?

The EPQ is unique in allowing students to choose their own area of interest to research and develop into a full project or artefact. All project titles must be approved in advance by a supervisor to ensure they are suitable for Level 3 (Sixth Form) study and can be analysed in sufficient depth.

Although the EPQ can lead to reduced university offers in some cases, students should note this is often dependent on candidates achieving an A grade, and that the qualification does require a significant level of commitment and independent study. Students must manage their time effectively to ensure that the EPQ does not negatively impact their main programme of study.

How Is It Taught?

All students undertaking the EPQ are allocated a lesson slot twice per fortnight on their timetable. These sessions are designed to support progress, but the majority of work is expected to be completed independently.

Each student is assigned a supervisor who provides guidance throughout the process. The EPQ is launched in late November of Year 12 and completed during Year 13. This timeline allows students to:

- Develop independent study skills
- Plan and carry out research
- Work on their university or apprenticeship applications
- Balance the demands of the EPQ with exam preparation

Final Thoughts:

The EPQ is a challenging yet highly rewarding qualification. It enables students to explore a subject in real depth, demonstrate their ability to work independently, and gain experience that prepares them for university-level study and future employment. It is an excellent opportunity for self-motivated and inquisitive learners who are keen to extend their academic and personal development.

CORE MATHEMATICS LEVEL 3 CERTIFICATE IN MATHEMATICS IN CONTEXT (1 YEAR)

This is an additional course that can be taken alongside your chosen subjects.

Examination Board: Edexcel
Qualification: 601/4857/3

The course is up to 20 UCAS points and potentially can reduce university offers for courses like: Psychology, Sociology, Politics, Criminology, Business, Management and Marketing.

Course Content

The one-year course is made up of two papers which will include the following topics:

- Application of statistics
- Probability
- Linear programming
- Sequences and growth

Assessment

The Pearson Edexcel Level 3 Certificate in Mathematics in Context consists of two externally examined papers.

First paper is 60 marks and takes 1 hour and 40 minutes

Second paper is 80 marks and takes 1 hour and 40 minutes

Expectations

Students must have at least grade 4 for GCSE and cannot do the course while doing A-Level maths.

SPORTS LEADERSHIP LEVEL 3 CERTIFICATE (1 YEAR)

This is an additional course that can be taken alongside your chosen subjects.

Students gain 16 UCAS points for completing this course and learn valuable skills that stand them in good stead for employability. This should be taken in addition to your chosen pathway.

Course Content

Students learn a variety of leadership skills to be able to effectively lead sports or physical activity sessions. They undertake six units over the course of Year 12 and apply these skills to run sport or physical activity sessions for a range of age groups.

- Unit 1 – Develop leadership skills
- Unit 2 – Lead safe sport/physical activity session
- Unit 3 – Know how to plan inclusive sport/physical activity sessions
- Unit 4 – Plan, lead and evaluate a progressive series of inclusive sport/activity session
- Unit 5 – Plan, lead and evaluate a sports/physical activity event
- Unit 6 – Demonstrate leadership of inclusive sport or physical activity sessions to a range of participant groups

Assessment

- Assessed leading of three 30 minute sessions
- 14 hours of sports leadership
- Planning and Leadership of a sports event

Expectations

Coaching sports clubs in or out of school 1 hour a week to fulfil logbook leadership.

PSRP SIXTH FORM

Places in the PSRP are allocated by the local authority to students with an EHCP and a diagnosis of Autism as their primary special educational need.

A Level and Vocational qualifications – accessed via the main school

Some students are able to access their learning in the main school, undertaking A Level and Vocational qualifications, which are subject to entry requirements. See subject specific course details and admissions policy for more information.

PSRP Curriculum

The PSRP Sixth Form offers qualifications up to Level 2 as well as a focus on a preparation for employability and adulthood. This curriculum will be made up of the following qualifications:

Functional Skills

Functional Skills qualifications are designed to equip learners with the practical skills needed to live, learn and work successfully. There are no formal entry requirements for these qualifications and there is no requirement for any specific prior learning.

These are provided through Pearson Edexcel.

Functional Skills - Digital

Content:
Students will be encouraged to understand how the skills they are learning are interconnected and applicable in their next setting / in the workplace. They will learn how to be responsible online citizens, including understanding the concept of a “digital footprint”.

Skills:

1. Using devices and handling information
2. Creating and editing
3. Communicating
4. Transacting (managing online accounts)
5. Being safe and responsible online

Functional Skills - Maths

Content:
Functional Skills mathematics qualifications at these levels should indicate that students can demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity. It should introduce students to new areas of life and work so that they are exposed to concepts and problems which may be of value in later life; and enable students to develop an appreciation of the role played by mathematics in the world of work and in life generally.

Skills:
The qualifications give learners the opportunity to demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level and apply mathematical thinking to solve simple problems in familiar situations.

Functional Skills - English

Content:
The qualifications give learners the opportunity to gain a qualification for work, study and life, demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English. They are prepared to be able to apply these skills effectively to a range of purposes in the workplace and in other real-life situations.

Skills:
The qualification gives learners the opportunity to listen, understand and make relevant contributions to discussions with others in a range of contexts.

They will be able to apply their understanding of language to adapt delivery and content to suit audience and purpose. They will read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing. They will be able to write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar.

PSRP SIXTH FORM

PSD (Personal Social Development)

Content:
Units may include: Food Safety, Healthy Eating, Environmental Awareness, Identity and Cultural Diversity, Healthy Living, Your Money in the Future, Managing Own Money, Preparation for Work, Parenting Awareness, Community Action, Making the Most of Leisure Time.

Skills:
Students will develop the skills needed to live and work independently, including budgeting and managing their money, being able to safely move around the community and use public transport, how to safely cook a meal and clean a house, how to use technology in the community (for example, self-checkout machines, making telephone calls, using printers, etc.) Students will develop the skills needed to maintain a healthy lifestyle, considering their diet and exercise habits. Students will also gain an understanding of society and their role within it as a responsible citizen, to act responsibly when caring for the environment. They will develop a concept of the social dynamics within society including multicultural London.

Employability

Content:
Units may include: Learning Through Work Experience, Maintaining Work Standards, Applying for a Job, Exploring Business and Enterprise, Enterprise Skills, Participating in an Enterprise Activity.

Skills:
Students will develop the practical skills needed to enter the workplace. They will have a better understanding of their own skills and qualities and how these are practically applied when choosing a career and when entering employment. In Sixth Form, they will have the opportunity to engage in work experience, either within JCOSS or through external providers. They will also have an increased understanding of business and enterprise, enabling them to consider college courses around business.

Life Skills

Students have access to a broad life skills curriculum which includes:

- Twice weekly cooking sessions, in which they learn to budget, create healthy meal plans, cook and clean up after themselves.
- Travel training opportunities.
- Weekly life skills lessons led by the learning mentor focusing on practical skills such as budgeting, independent travel and living independently.
- Debate and Discuss sessions aimed at developing social and communication skills.

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. Students volunteer and gain work experience through our partnerships within the local community; including primary schools, old age homes, gift shops, libraries, and bike repair shops. To enable students to reflect on the benefits of these work experience placements, they complete a “Learning Through Work Experience” module in the Employability course.

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 and the 384 bus goes directly past the school gates.

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

Underground

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

Overground

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

2. Walking and cycling

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

3. Private Coach Services

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

Route 1a: Swiss Cottage – Finchley Road – Temple Fortune – North Finchley – Whetstone

Route 1b: Finchley Road – Golders Green – Finchley

Route 2: Chigwell – Redbridge – Gants Hill

Route 2a: Woodford – Buckhurst Hill – Loughton – Waltham Abbey

Route 2b: Manor Road – Abridge – Theydon Bois

Route 3: Bricket Wood – Frogmore – Radlett – Shenley – London Colney – Potters Bar

Route 4: Crouch End – Muswell Hill – Finchley – East Finchley

Route 4a: Finchley – East End Road

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

Route 6: Bushey – Elstree – Borehamwood – Arkley

Route 7: Hendon – Mill Hill – New Barnet

Route 7a: Hendon – Woodside Park

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.

Timings of the School Day

The school day runs from 8.30am to 3.20pm and all 6th form students are expected to be in school at the start of each day.

Departure times vary according to Year group and timetable.

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 Friday timetable and ends following afternoon registration at 1.30pm.

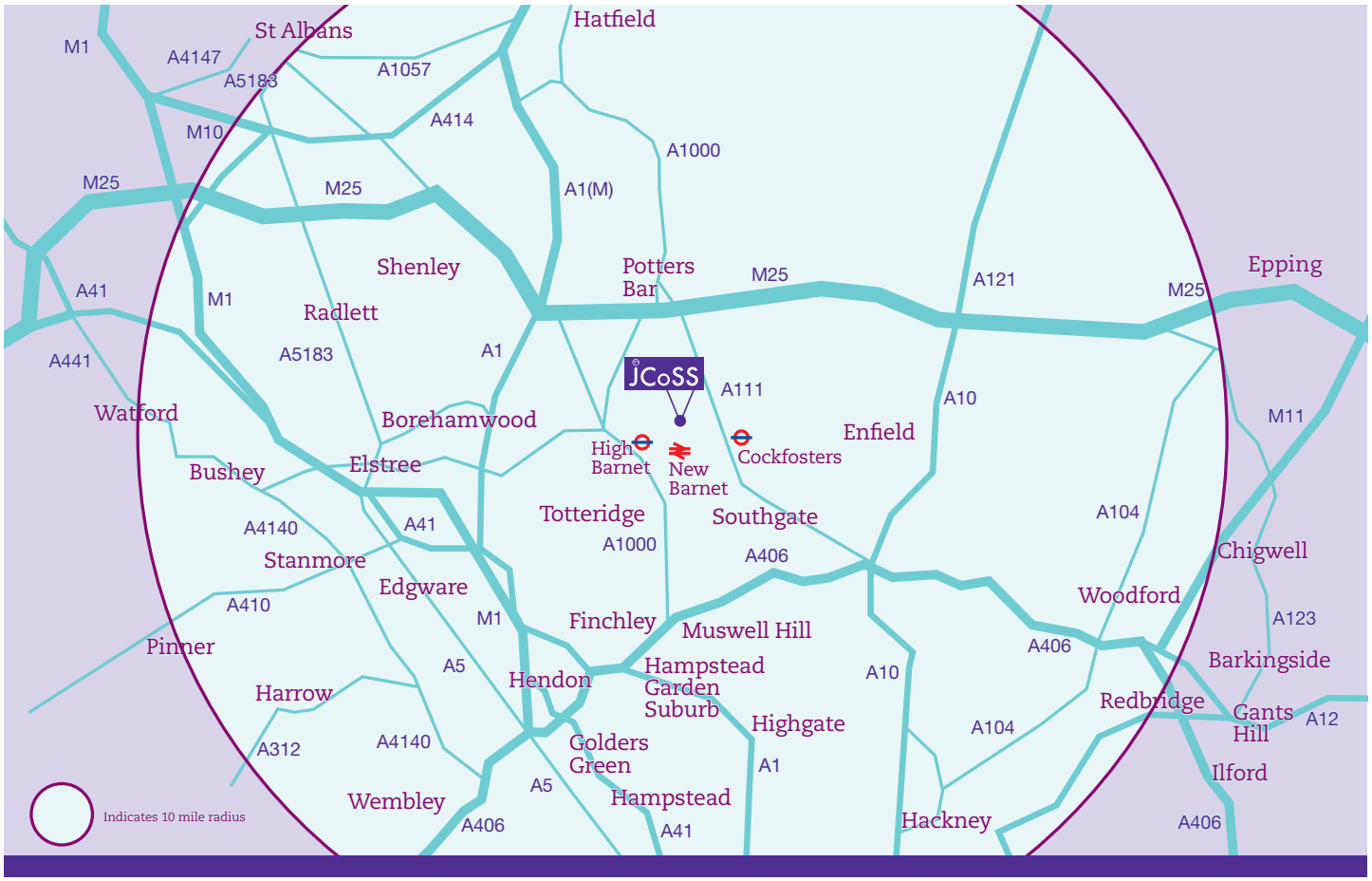
On the last day of our Winter, Spring and Summer Term School will finish at 12.00pm regardless of which day of the week this falls.

Please note these timings are subject to change.

JCoSS SIXTH FORM

JEWISH COMMUNITY SECONDARY SCHOOL

Achieve Enrich Inspire



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JCoSS is a registered Charity:
Charity Commission number 1107705

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