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# An Introduction to Learning Post-16

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St Paul's has always aimed to provide excellence for students in Years 12 and 13 both in and beyond the classroom. This fact was recognised in the most recent OfSTED report [September 2008] when our post-16 provision was deemed to be 'outstanding'.

## Learning and Personal Development Post-16

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We offer an extensive range of courses to meet all learner needs. It is very important that students are able to follow appropriate courses according to interest and ability to ensure that they fulfill their potential and are able to realise their future ambitions.

### The Courses we offer

#### 1. A comprehensive range of AS and A2 courses

These include: Art and Design; Biology; Chemistry; Physics; Business Studies; Design and Technology [Product Design]; Drama and Theatre Studies; Economics; English Language and Literature; English Literature; Geography; Health and Social Care [Single and Double Award]; History; Applied Information and Communication Technology; Mathematics; Further Mathematics; Media Studies, French; German; Italian; Spanish; Music; Physical Education; Politics; Psychology; Religious Studies: Theology and Ethics and Sociology.

#### 2. Vocational BTEC Level 3 Subsidiary Diplomas and Diplomas

These include: BTEC Subsidiary Diploma and Diploma in Business; BTEC Subsidiary Diploma in Engineering; BTEC Subsidiary Diploma in Horticulture; BTEC Subsidiary Diploma and Diploma in Science, BTEC Subsidiary Diploma and Diploma in Sports and Exercise Science. The Subsidiary Diploma is the equivalent to one A-level and the Diploma equivalent to 2 A-levels.

#### 3. Level 2 BTEC Diploma in Business

For students who do not achieve the 5 A\*-C [or equivalent] GCSE passes, we offer this level 2 qualification. This is a one year course and many students choose to continue to study for level 3 qualifications in Years 13 and 14.

#### 4. GCSE Courses in English, Mathematics and Science

We offer these one year GCSE courses in Years 12 and 13 for students who did not achieve a grade C in any of these subjects in year 11.

#### 5. Curriculum Enrichment Courses

These are an attractive enhancement to the curriculum we offer. The vast majority of students will follow a programme of study in one of our Curriculum Enrichment Courses. These include General Studies, The Extended Project, Critical Thinking, Sports Leaders and Language Leaders Awards.

We are also able to offer the Open University Young Applicants in Schools and Colleges scheme for students who are interested. This qualification also carries UCAS points.

## 6. Other Curriculum Experiences

All students follow a General RE Curriculum and sit a certificated qualification at the end of Year 12. Wednesday afternoon is dedicated to 'Enrichment' and students may elect to use this time to pursue sport and other enrichment opportunities including Young Enterprise and voluntary work. An invitation to take part in a number of extended curriculum modules is offered to post-16 students. These modules take place after school and a wide choice is available including:

- Latin
- Public Speaking and Debating
- Digital Imagery

The extended curriculum choices are very popular with Year 12 and 13 students as they recognise the opportunity they afford to develop the whole person and help students to 'stand out' when they apply for University, Higher Education or careers in the future.

## 7. Tutorial

All students are a member of a tutor group and one lesson per week is dedicated to the tutorial programme.

## Choosing your Courses

The organisation of the timetable for Years 12 and 13 allows for a high level of flexibility on level 3 courses. Students have a variety of options and could choose:

- 4 AS levels, 3 of which will be continued on to A2
- To combine AS Levels with BTEC Level 3 Subsidiary Diploma and Diploma Qualifications
- To combine BTEC Level 3 Subsidiary Diploma and Diploma Qualifications

The decision about the qualifications to best suit an individual learner should be based upon interest, future ambitions and prior attainment. Students need to identify the qualifications that best meet their needs and, most importantly, will allow them to succeed. All level 3 Qualifications, AS/A2 Levels and BTEC Subsidiary Diplomas, are recognised by Universities as entry qualifications to degree courses.

- AS Qualifications are for one year and examinations are taken and certificated at the end of Year 12.
- A2 qualifications are also for one year and examinations are taken and certificated at the end of Year 13.

- The Vocational BTEC Qualifications are two year courses and certificated at the end of Year 13.
- The BTEC Level 2 qualification is a one year course and certificated at the end of Year 12.
- The GCSE courses are also for one year and examinations are taken at the end of the year in which they are studied.

## Entry requirements for different courses

- **Students wishing to choose 4 AS levels in Year 12**, 3 of which will be continued at A2, will need to have a minimum of 5 A\*-C grades at GCSE in a range of subjects. Additionally, they will need to meet the requirements of the individual courses. Information about the specific requirements for entry onto different courses is included with the subject specific information in this prospectus.
- **For students wishing to follow BTEC Level 3 Subsidiary Diploma and Diploma** qualifications, then it would be expected that they will have achieved 3 or 4 A\*-C grades at GCSE or successfully completed a Level 2 BTEC Diploma.
- The entry requirement for the **one year Level 2 BTEC Diploma in Business** is 5 A\*-G grades at GCSE and/or the successful completion of a BTEC Foundation Diploma qualification by the end of Year 11. Most importantly, students for this course are required to demonstrate a commitment to study.

## Appointments and Advice – making the right choice

The appointment and advice process is rigorous. The advice offered is impartial and designed to help young people to make informed, but personal, decisions about the next steps.

- The **Post-16 open evening** gives parents and students the opportunity to see, at a glance, all courses on offer. Senior members of staff and current post-16 students present the whole picture of life in post-16 education at St Paul's and this is followed by the opportunity to discuss specific course choices with teaching staff and students currently studying in Years 12 and 13. Students and parents are encouraged to consider all of their options at this stage in the process and advised to take the opportunity to talk to subject specialists.
- Students are then required to make their initial choices and submit their **application to study** at St Paul's in Years 12 and 13 by Friday 2<sup>nd</sup> January 2012.
- All students, and their parents, making an application to St Paul's are then invited for an **appointment** with a senior member of the teaching staff or the post-16 team. This is designed to give an opportunity to discuss the courses chosen in more detail specific to the individual student and in the light of mock examination results and current attainment. Successful applicants will be informed of the offer of a place to study at St Paul's at the end of this appointment and this offer will be confirmed in writing. External applicants will be offered a place subject to references.

- In the last week of June and the first week of July we have **Year 12 induction**. All students who have been offered a place to study in Year 12 at St Paul's will be invited to join us for between one and three days of induction. The purpose of induction is to allow students to gain a true feeling of what it will be like to study at St Paul's post-16. One of the most important elements of induction is the opportunity to undertake 'taster lessons' in the courses they are considering and have applied to follow.
- External applicants – students who have made applications from other schools will be invited to join us for a pre-induction visit. This is designed to allow students who have not attended St Paul's in Years 10 and 11 to become familiar with the school and each other so that they can get the most out of the induction days. This has proved very successful in making external students feel comfortable and at home in new surroundings.
- Finally, on the day of the **GCSE results** and in the two days prior to the start of the new academic year in September, if required, there is further opportunity to discuss the choices individual students have made in the light of actual grades and qualifications.

## Preparation for progress through post-16 and beyond

At St Paul's we pride ourselves on being able to offer excellent opportunities for **all** students. To be able to achieve this, in addition to the wide range of courses we offer, we also have a sophisticated and flexible process of support to ensure that all students make the progress necessary to fulfill their ambitions whether this be to University, apprenticeship or employment.

For some, and this will include students who have achieved a wide range of GCSEs at very high grades and who have aspirations to continue their education at Oxford and Cambridge Universities, Medical School or one of the country's top Universities, we have a well developed programme to ensure that these ambitions can be realised. We have a proven track record in ensuring that students with the potential to achieve places at these Universities do so. These students are identified very early on in Year 12 and this includes external students new to the school who are identified early and invited to join this group. A senior member of the post-16 team has specific responsibility for supporting the progress of these students. Progress is ensured through a range of opportunities coordinated by the designated member of staff. As a school, we have a relationship with many of the top Universities and organise trips to Oxbridge Colleges and an Oxbridge Symposium where students, and their parents, who wish to apply to Oxford or Cambridge Universities have the opportunity to discuss the process with University personnel. Students making applications to the most competitive Universities and courses are also given support for the UCAS application process and for writing UCAS statements. Further support is given for preparing for interview, undertaking mock interviews and any additional examinations including STEPs papers.

Many other students will also want to continue their education at University and we have a very well developed programme to ensure that all students have the support needed to enable them to progress and to achieve a place on the very best course. Although UCAS applications are not made until Year 13, the process of thinking about the future begins a long time before that. We like to go 'live' with the

UCAS application process in Year 12. The preparation process includes information evenings and assemblies where we invite University personnel to talk to students, and parents, about life at University, choosing the right course and the application process. As part of this preparation, we also organise visits to Universities so that students are aware of the vast range of opportunities open to them. Students will also complete the Centigrade, on-line, questionnaire that helps to guide their initial subject choices. We have an in-school programme that supports students in choosing a University and a course, and supports the application process, including the writing of personal statements. We also run 'parent support groups' so that parents, including those who have not been to University, can support our young people in making the right choices.

An increasing number of students, especially in current economic times, are making the decision to continue their post-16 education closer to home. In recent years, we have noticed a rise in the number of students making applications to Universities that are more local. In response to this, we have developed a relationship with the University Centre Milton Keynes and are able to offer advice and guidance to students who may wish to take the option of studying closer to home.

Some students may decide that they wish to go into employment or into apprenticeships at the end of their time in post-16 education. All students expressing an interest register with the apprenticeship recruitment website and we offer two Apprenticeship 'Road Shows'. Support is available for progress to employment and this includes careers interviews, work related learning opportunities and visits to the careers centre in Milton Keynes, led and organised by the teaching member of staff responsible for careers at St Paul's.

Finally, students who join Year 12 and take a Level 2 BTEC Diploma Qualification, have the opportunity to progress to Level 3 qualifications. Many of our past students who have completed the one year Level 2 BTEC Diploma qualification, have then progressed to level 3 qualifications. Some have then made the decision to apply to University. Support is available to enable this to happen.

## **Learning and Teaching at St Paul's**

We ensure that all courses in Years 12 and 13 are delivered by our most qualified and experienced members of staff. All teachers teaching on A-level and Vocational Courses are subject specialists. Teaching on a post-16 programme at St Paul's is seen as a privilege for teaching staff.

All teachers ensure that they are up-to-date with current developments and the requirements of the examination boards to enable students to make the very best progress and achieve the very best results. Every effort is made to ensure that students develop subject specific skills in preparation for meeting the demands of examination and coursework units. In addition to the subject specific skills needed to ensure success, careful attention is paid to allowing opportunity for students to develop the generic talents needed to make successful learners.

Academic achievement and progress is monitored carefully so that teachers know exactly how much progress every one of their students is making and what support is needed for each individual to maximise this achievement. At the beginning of Year 12, all students are set achievable but aspirational targets that are based upon their prior attainment. Students are made aware of how well

they are doing and clear targets for taking the next steps are shared and discussed. Regular formative and summative assessment is undertaken to support this process.

## **Pastoral Support**

Care of students is central to the work that we do at St Paul's because, if students feel supported and safe, then they succeed. The pastoral care system post-16 is very strong. We have a Head of Year for each new cohort of post-16 students who works with the year group through Years 12 and 13 and manages a team of dedicated post-16 tutors. This means that the team of tutors working with the students has the experience and expertise to deal with specific post-16 issues. We like to nurture a sense of community within each tutor group and this is achieved through the work that they do together but also through opportunities to take part in tutor group liturgies. The tutor group meets for registration every morning and therefore it is expected that all students meet at the beginning of the day in their designated tutor room at 8.50 a.m.

In addition to the Head of Year and the tutor team, we also have two dedicated post-16 Learning Mentors/Chaplaincy Assistants who, as non-teaching members of staff, are available throughout the day and after school to support students who may need advice. Part of the responsibility of the Learning Mentor/Chaplaincy Assistant is to support the spiritual development of the students. This is achieved in a variety of ways including the provision of a retreat programme.

The Head of Year oversees the assembly programme that will cover a range of relevant topics and involve a number of outside speakers. The Head of Year also has responsibility for the tutorial programme that is delivered by the tutors during the weekly tutorial session. Topics covered in this programme are designed to address issues that are relevant to the lives and development of the older student.

External students are given additional support to ease their integration into St Paul's. This is tailored to meet the needs of students making a transition to a new school.

## **Service and spiritual development**

Service is an essential element of the life post-16 at St Paul's. The call to service is at the heart of the Christian message and, as a Catholic School, we believe that time spent serving others enriches and benefits our whole community and is valuable for the development of the individual.

We see service as four concentric circles, with the individual at the centre, serving firstly the tutor group community, secondly the Year Group, thirdly the whole school community and fourthly the wider world.

As a minimum, students will be expected to commit to a regular service in the tutor group or around the school based on their talents and personal preferences. Many students elect to give much more.

Service opportunities include: supporting individual younger students by acting as a mentor or participating in paired reading; supporting in lower school classes or in extra-curricular activities; supporting the wider community through work in our feeder schools; supporting the charitable work of the school through charity fund raising; representation on the school council etc. The list is endless.

## Other aspects of life post-16

### Rooms and resources

St Paul's has a large suite of rooms and offices designated to post-16 learning. Before school and throughout the school day, students have access to a study area equipped with office chairs and tables and a large number of computers and lap tops for exclusive use by post-16 students. We aim to encourage independent and collaborative learning and therefore provide the resources necessary for this to happen.

Post-16 students also have access to our extensive and recently refurbished library. The library is managed by a large and experienced team of professionals who are on hand to support and offer guidance before and after school as well as during lesson time and lunchtimes. This support can range from the appropriate selection and location of resources to help with how to study and learn independently. When students find that they need to work in a silent environment, they have access to a silent study area within the library.

All of our specialist facilities, including design technology workshops, are available for use by post-16 students outside of their timetabled lessons. Teaching staff and technicians are on hand to enable students to take control of their own learning by providing access to these resources as and when needed by individuals.

When students are not working, they are able to use our cafeteria facilities. It is in this environment that students are able to mix informally without affecting the positive learning climate in the other post-16 areas.

All post-16 teaching rooms are equipped with interactive whiteboards and wireless internet connection.

### Study periods and study leave

During the course of the school week, all students will have a limited number of study periods. These periods, as they suggest, are to enable students to study outside of their time tabled lessons. The curriculum provided by the different courses acknowledges that this time exists and students will have work and activities that they will have to undertake outside the classroom.

Some students may find that they want to use their study periods to visit the Open University Library or that they may prefer to work at home to allow access to their own computer facilities. To respond to this, where students have study periods after lunch, they may elect to take these off site.

### Dress code

Knowing how to dress appropriately for a range of situations is a skill that young people have to acquire. We do not stipulate hard and fast rules about what to wear to school. Instead we support post-16 students in making the right choice independently, because we believe that how you present yourself makes a difference. The way people dress reflects the respect that they have for themselves and also the respect that they have for the community in which they learn and work. Therefore, post-16 students should be dressed suitably as if going to a place of formal work.

As young adults, students are encouraged to be stylish but the following are suggested to give guidance about how to be stylish yet 'clean, smart and presentable' and therefore maintain the status of older students as role models to the younger pupils in the school.

- Smart trousers
- Smart skirts [on or below the knee]
- Tops with sleeves
- Tops that are plain or carry discreet patterns
- Formal shoes
- Smart trainers or canvas shoes
- Tailored, knee length shorts
- Adherence to the rules relating to health and safety issues such as facial piercings

Young adults are able to distinguish between suitable and unsuitable clothing for school and we expect post-16 students to be able to make, or learn to make, the right choices. However, the school will make the final decision about whether a student's dress is appropriate.

### **Transport**

Post-16 students can purchase bus passes that enable them to travel at reduced-cost to and from school.

Students may bring cars and motorcycles into school. We request that vehicle details are registered with the post-16 administrator. Where students are taking driving lessons, we request that these do not coincide with taught lessons.

### **Financial Support**

Financial support is available for students who qualify in the form of a Bursary Fund. Packs of information about the financial support available and application form are issued at the start of Year 12.

### **Partnerships**

To ensure that we are able to offer our post-16 students the widest choice possible, we are in partnership with other schools in Milton Keynes that have post-16 provision. Where appropriate to meet the individual requirements and interests of our students, it may be pertinent for them to opt to follow one of their courses at our partnership schools. These opportunities will be discussed at the appointment stage of the application process. Only students who express an interest in the partnership offer will follow courses at another school.

# Art and Design

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Examination Board: Edexcel

## Why study Art and Design?

Studying Art can lead to a wide variety of careers such as: photography, teaching, graphic design, illustration, interior design, fashion design, textile design etc. It could also lead to employment in multimedia, publishing, advertising, museums and galleries.

## Course content and assessment

The AS and A2 course both consist of two units: a coursework unit and an externally set assignment, each covering four assessment objectives as outlined below. The coursework element is equal to 60% of the overall grade with the exam making up the remaining 40%.

- AO1 develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- AO2 Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.
- AO3 Record in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.
- AO4 Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and where appropriate, making connections between visual and other elements

For more information log on to [www.edexcel.org.uk](http://www.edexcel.org.uk) or look at [www.ucas.com](http://www.ucas.com) to see the wide range of courses available to pursue this subject further.

## Entry requirements

5 A\*-C GCSE grades or their equivalent. A grade C in Art at GCSE is preferred but special consideration may be given to students on the production of a suitable portfolio.

# Biology

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## Examination Board: OCR

### Why study Biology?

The Biology specification is designed to provide opportunities for students to appreciate a sense of awe and wonder at the scale and impact of natural processes and phenomena; the importance of animals, plants and microorganisms to life on earth; the place of humankind in the natural world; legal issues relating to genetic engineering; how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

### Course content and assessment

#### AS Level

The course is very diverse and covers the most popular aspects of Biology. The specification is divided into 6 units, 2 of which are based on practical skills and are assessed internally. The 4 remaining units are assessed by written exams in the summer and cover topics such as the structure, function and division of cells; exchange and transport in animals and plants; biological molecules; enzyme studies; the latest ecological issues, such as maintaining biodiversity and the principles of Darwinism and how it applies in a modern context; the nervous system, hormones and excretion; moral and ethical issues that are generated by advances in biotechnology and genetic engineering as well as the need to manage environmental changes in a sustainable way; plant and animal responses to the environment, including learning in animals.

#### Progression

By studying AS or A-level Biology you firstly show your ability in many key skills that both universities and employers are looking for. These include skills in practical work, problem solving, collaboration, ICT and numeracy. Regarding employments, the subject can be used in a wide variety of job sectors including medicine, physiotherapy, teaching, research, genetics, forensics, microbiology, conservation, zoology and botany. It is a flexible AS/A-level which combines well with any combination of subjects with success, especially Chemistry, Physics, Mathematics and Geography.

#### Where can I find more information about Biology?

Go to <http://www.ocr.org.uk/qualifications/type/gce/science/biology/index.html> for details of the specification and past paper materials.

#### Entry requirements

5 A\*-C GCSE grades or their equivalent but with a minimum of two C grade GCSEs in Dual Award Science.

# Business Studies

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## Examination Board: AQA

### Why Study Business Studies?

This course offers students an insight into the world in which they will eventually be working in. The skills required are:

- An interest in how businesses function.
- An interest in how businesses influence groups in society, and what influences and affects businesses.
- The ability to take part in discussion and use examples to help emphasise issues.
- The ability to organise work and meet deadlines.

### Course content and assessment

#### AS Business

AS Business Studies course includes two units. Each of the units is assessed by an examination. The units are as follows:

##### **Unit 1      Planning and Financing a Business**

The key themes that are explored are 'Starting a Business' and 'Financial Planning'. The Unit 1 exam contains short answer questions and extended responses based on a mini case study.

##### **Unit 2      Managing a Business**

The key themes explored in Unit 2 (Managing a Business) are 'People in Organisations', 'Operations Management', 'Marketing' and 'Financial Methods'. The unit 2 exam contains questions based on data which is provided in the exam.

#### A2 Business

A2 Business Studies also includes 2 units, which build on knowledge gained at AS level. The units are as follows:

Unit 3            Strategies for Success

Unit 4            The Business Environment and Managing Change

Both units build on themes developed at AS. The exams contain extended answer questions and essay questions. Unit 3 is based on an unseen case study.

## **Progression**

The course is designed to lead students towards employment or higher education. Employment opportunities would be available in a wide range of business areas including Marketing, Event Management, Ecommerce, Finance and Recruitment.

Degree or HND courses in Business, Marketing, Retail Management, Public Relations and Finance could also be accessed via this course.

## **Further course information**

Further information on what the course specifically covers can be found on the AQA website [www.aqa.org.uk](http://www.aqa.org.uk). Wider reading of newspapers and watching daily news programmes will help students to gain a broad understanding of topical issues.

## **Entry requirements**

5 A\*-C grades at GCSE or the equivalent. It is not essential that students have previously studied a Business related course at GCSE level.

# Chemistry

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## Examination Board: OCR

### Why study Chemistry?

Whether an A-level or AS level is being considered, the aims for this course are the same and run throughout the programme. This subject sets out to encourage students:

- to sustain and develop their enjoyment of, and interest in, Chemistry;
- to develop essential knowledge and understanding of the concepts of Chemistry and the skills needed for the use of these in new and changing situations;
- to develop an understanding of the link between theory and experiment;
- to develop practical skills which can be transferred to any situation;
- to be aware of how advances in information technology and instrumentation are used in Chemistry;
- to appreciate the contributions of Chemistry to society and the responsible use of scientific knowledge and evidence.

## Course Content and Assessment

### AS-level Chemistry

This course has 3 modules and a component that involves the internal assessment of coursework:

- F321 Atoms, Bonds and Groups:** This covers areas such as atomic structure and its link to the Periodic Table. The structure and bonding involved in compounds and elements. Chemical energetics are considered and an introduction to carbon chemistry is pursued.
- F322 Chains, Energy and Resources:** This develops the ideas introduced in the Foundation unit on the chemistry of carbon and looks at the rich diversity of carbon compounds. Attention is also focused on the physical aspects of chemistry and considers not only the rate at which chemical reactions occur but also the extent to which they occur through a knowledge of equilibria.
- F323 Practical skills in Chemistry 1:** This involves internal assessment of practical work with Qualitative and Quantitative tasks which test skills of observation and measurement.

### A-level Chemistry

This programme also comprises three modules.

- F324 Chains, Polymer and Analysis:** Which extends the AS Organic chemistry module and looks at the role modern instrumentation techniques play in chemical analysis.
- F325 Equilibria, Energetics and Elements:** This is an advanced study of the Periodic Table which considers the elements in more detail and looks at patterns in reactions to illustrate the predictive nature of Chemistry.

**F326 Practical skills in Chemistry 2:** This involves internal assessment of practical work with Qualitative and Quantitative tasks which test skills of observation and measurement.

### **Entry requirements**

5 A\*-C GCSE grades or their equivalent but with a minimum of 2 C grade GCSE in Double Award Science.

# Design and Technology [Product Design]

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## Examination Board: OCR

### Why Study Design and Technology?

If you have an aptitude for innovation and think you could design a product that could take the world by storm then sign yourself up for a course in product design. This exciting qualification offers candidates the opportunity to explore and develop their creative potential and provides a springboard towards a wide range of higher education courses and potential careers.

During the course candidates study, propose and realise prototype solutions closely linked to the real world of product manufacture via a range of focus material areas. Candidates will be encouraged to:

- initiate design solutions, develop test and trial working models and prototypes;
- develop and sustain imagination, innovation and flair when working with concepts and materials;
- develop an understanding of contemporary design and technological practices and consider the uses and effects of new technologies and modern materials;
- develop thinking skills, financial capability, enterprise and entrepreneurial skills.

## Course content and assessment

### AS Units

#### Unit One: Advanced Innovation Challenge (40% of AS mark)

This module assesses candidates' ability to design and model a product and then reflect on their design concept. Candidates take part in a timed design challenge, based on a pre-released theme, under exam conditions. The challenge consists of a workbook, a modelling exercise and a written paper. Marks are awarded for innovation and originality. The challenge is held at school but externally marked by OCR.

#### Unit Two: The Product Study (60% of AS mark)

Candidates carry out an in-depth product analysis resulting in suggestions for improvements. It is not envisaged that this task will involve the complete redesign of an existing product, but rather identify opportunities for its further development or enhancement. They will produce an A3 portfolio of 15-20 sheets. This coursework is marked in school and externally moderated by OCR.

### A2 level

#### Unit Three: Design Make and Evaluate (60% of A2 mark)

Candidates are asked to produce a coursework portfolio and product that fully demonstrates their designing, making and evaluation skills using creativity, flair and innovation. Their work will also include a marketing presentation, a review and reflection. This module is designed to draw upon and develop skills learnt in other units.

### **Unit Four: Product Design examination**

A written paper of 2½ hours, candidates will be able to select questions from the material focus of their choice.

### **Further information and reading**

For further information regarding all things design, visit the Design Council website at [www.designcouncil.org.uk](http://www.designcouncil.org.uk). Many universities offer product design undergraduate courses, for information on these, check out their prospectuses on line.

### **Entry requirements**

5 A\*-C grades at GCSE or equivalent.

# Drama and Theatre Studies

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**Examination Board: Edexcel**

## **Why Study Drama and Theatre Studies?**

This A-level deliberately focuses on working with plays and builds on previous knowledge of improvisation skills and applying physical actions to a text. You will study plays from the point of view of a director, designer, performer and informed audience member. *A View from the Bridge* and *Our Country's Good* are currently the plays being explored in Unit 1 and you will be marked on your ability to use practical Drama techniques to consider character, plot and themes. This practical work is reinforced by written Exploration Notes to be completed under controlled conditions. Unit 2 requires you to showcase your acting ability in live performances to be assessed by an outside examiner. In Unit 3, students alternate between the roles of playwright, performer, designer and director and apply their knowledge of different theatre forms and structures to the creation of their own work. So this is where you put your knowledge into practice! Unit 4 consists of the study of the Greek Comedy, *Lysistrata* and a Shakespeare play; these will be written about from a director's viewpoint in the final exam.

In short, Drama is the right option for you if you want to acquire a knowledge and understanding of the language of drama and theatre and want to develop your communication, analytical and performance skills.

## **Course content and assessment**

Unit 1:	20%	Practical workshop lessons (similar to GCSE).
	20%	Written coursework, including a review of a live production.
Unit 2:	60%	Performance (or design) for a visiting external examiner and a public Performance: <ul style="list-style-type: none"><li>• Taking part in a full length play.</li><li>• Delivering a prepared monologue or duologue.</li></ul>
Unit 3:	30%	The process of devising and/or adapting a play within a group.
	10%	Performance of the above in front of a public audience.
Unit 4:	40%	Written examination on how you would direct a classic play.
	20%	Analysis of the performance and direction of a Shakespeare play seen in performance.

### **Future uses**

It is beneficial for anyone wanting to build on presentation and confidence in the working world and links very well with other creative and analytical subjects. It is useful for careers involving public speaking, media and performing arts e.g. Actor, Lawyer, Drama Therapist, Marketing Director.

### **Where can I find more information about Drama?**

[www.edexcel.org.uk](http://www.edexcel.org.uk)

Come and see exam performances by the current Year 12 and 13 students to get a real flavour of what to expect. Also, come and talk to us in the Drama department to see past performances and to talk about course requirements and expectations

### **Entry requirements**

5 A\*-C grades at GCSE or equivalent. These should include Drama at grade C or above and, ideally should include English or English Literature, as literary skills are required in addition to practical ability. A student who has not gained a GCSE in Drama may be considered by means of an acting audition, or other appropriate experience such as participation in school productions at Key Stage 4. A love of performing and improvising on the stage, in front of an audience is essential.

# Economics

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## Examination Board: AQA

### Why Study Economics?

Economics attempts to explain the way the world works. There are competing views and you need to choose the best explanation to fit the facts. Economics is about making choices that affect people and their well-being, and is constantly in the News.

### Course content and assessment

- Students are encouraged to conduct research on current issues and present their findings in a variety of forms.
- Students are able to show their understanding in a variety of ways - essays, data response, multiple choice and detailed case studies.
- The Economics Department makes full and regular use of the Internet to explore the constantly evolving International Economic situation.

### AS Economics

Unit 1 Markets and Market Failure Unit 2 Economics: The National Economy

### A2 Economics

Unit 3 Economics: Business Economics and the Distribution of Income

Unit 4 Economics: The National and International Economy

### What can Economics be used for in the future?

AS or A-level Economics develops many key skills. It can be used in Human Resource Management, Accountancy, working in the City, amongst other careers. Economics combines equally well with Sciences, Languages or Arts subjects.

### Where can I find more information about Economics?

To get the latest information on Economics try the following web sites:

[www.bized.co.uk](http://www.bized.co.uk)

[www.tutor2u.net](http://www.tutor2u.net)

[www.bbc.co.uk](http://www.bbc.co.uk)

### Entry requirements

As this is a new subject to all students, anyone who has achieved 5 A\*-C GCSE grades or the equivalent can choose Economics, preferably including C grades in English and Mathematics.

# English Language and Literature

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Examination Board: AQA

## Why Study English Language and Literature?

The course offers the ability to study language from a wide range of sources; spoken as well as written. How is something written or spoken? To what effect? How does the style alter according to the purpose? How effective is my own writing? These are questions which will form the basis of the course.

You will study:

- Spoken language and speech.
- Non-literary texts (advertisements, letters, diaries, autobiographies, magazines, newspapers, guides, etc).
- Literary texts (prose, poetry and drama).
- Writing for different purposes and audiences.

## Content and assessment

### AS Level

#### Unit One: Integrated Analysis and Text Production (Open text)

Students will study two literary texts: *Property* by Valerie Martin and *A Streetcar Named Desire* by Tennessee Williams. Students will answer two questions in examination. The first question will be an analytical question on one of the set texts which focuses on the ways in which language and style help the writer to develop and explore issues within the text; the second question is a production task. This requires candidates to write in a particular style, register or voice.

#### Unit Two: Analysing Speech and its Representation (Closed Text)

Students will be required to make a comparative response between a transcript of spontaneous speech and an extract of representational speech. Students also answer an unseen, close textual analysis of Shakespeare's *Othello*.

### A2 Level

#### Unit Three: Comparative Analysis and Text Adaptation (closed text)

*Cupcakes and Kalashnikovs: 100 years of the Best Journalism by women*: edited by Eleanor Mills.  
Section A: An unseen analytical comparison of three texts. Section B: A production task focused on a production task linked to the study of the set text.

## Unit Four: Comparative Analysis through Independent Study

This unit will extend the principles of integrated literary and linguistic analysis. Candidates are required to compare two texts, Margret Atwood's *The Handmaid's Tale* and Chaucer's *The Wife of Bath*. Candidates write a coursework essay of between 2,000 and 2,500 words.

### Future Uses

English at all levels is recognised as a core subject which gives access to many fields of employment or higher education.

### Entry requirements

5 A\*-C at GCSE or the equivalent. These must include English **and** English Literature. Only students who enjoy reading should apply for this course.

# English Literature

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## Examination Board: AQA

### Why study English Literature?

Shakespeare? Yes. Browning? Rossetti? Yes. Novels by great American writers. Fitzgerald? Yes. Certainly, works of note by 20<sup>th</sup> Century writers. McEwan and Tennessee Williams? You bet! What did they write? Why? How? When? How do all of these affect the way we read what is written? What do me and others think about what has been written? These are the questions that will form the basis of the course. Works of literature that will annoy, mystify, enchant, disturb, comfort, irritate and enrich will be studied. Students will defend, attack, question, reflect, applaud and deride. They will talk and talk and talk. They will be moved to silence and they will reflect and write.

The Library has been stocked with reference works and supporting texts that will enable students to deepen and extend their private studies.

## Course content and assessment

### For AS level

#### One examination paper: Aspects of Narrative (Open text)

McEwan's *Enduring Love*, Fitzgerald's *The Great Gatsby*, Robert Browning poetry, Christina Rossetti poetry.

#### One unit of coursework: Dramatic Genres

Shakespeare's *Othello* & Tennessee Williams' *A Streetcar Named Desire*.

## For A2 level

### One examination paper: Texts and Genres (closed text)

One chosen topic area: Elements of the Gothic: Shakespeare's *Macbeth*, Milton's *Paradise*

*Lost Books 1 & 2*, Bram Stoker's *Dracula*.

### One unit of coursework: Further and Independent Reading

A comparative study of texts, including critical material. The core texts will be Atwood's *The Handmaid's Tale* and Tony Harrison poetry.

## Future Uses

English at all levels is recognised as a core subject which gives access to many fields of employment or higher education.

## Entry requirements

5 A\*-C at GCSE or the equivalent. These must include English **and** English Literature. Only students who enjoy reading should apply for this course.

# Geography

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Examination Board: Edexcel

## Why study Geography?

The specification is designed to address key ideas and debates in our world today such as climate change, globalisation, urban regeneration and management of the world's resources. Students will explore a range of issues and examine potential solutions to them.

## Residential fieldwork trip

Year 12 students will have the opportunity to undertake fieldwork at a residential fieldwork centre in North Wales.

## Course content and assessment

The course will be assessed by examination only.

### AS Level

#### Unit 1: Global Challenges

Two compulsory topics: World at Risk and Going Global.

#### Unit 2: Geographical Investigations

Two option topics are studied: Extreme Weather and Re-branding Places.

### A2 Level

#### Unit 3: Contested Planet

Six compulsory topics: Energy Security; Water Conflict; Biodiversity Under Threat; Superpower Geographies; Bridging the Development Gap and The Technological Fix?

#### Unit 4: Geographical Research

Choose one topic from six (the first topic is currently studied): **Tectonic Activity and Hazards**; Cold Environments; Life on the Margins: the food supply problem; The World of Cultural Diversity; Pollution and Human Health at Risk and Consuming the Rural Landscape.

## Future Uses

Geography students are among the most employable. They possess the skills that employers look for. In part this is because the subject combines knowledge of science and an understanding of the arts.

Geography provides students with skills applicable to a broad range of careers. Many move into a variety of fields where their combination of analytical, team working, numerical and communication skills are valued. Examples of regular recruitment sectors include information technology and management consultancy, law, investment banking, accountancy, marketing, publishing and the armed forces. Geographical skills can be particularly relevant in areas such as the Civil Service and local government, tourism, market research, conservation, logistics and, of course, teaching.

Find out more - <http://developments.edexcel.org.uk/gce2008/subjects/geography/>

### **Entry requirements**

5 A\*-C grades at GCSE or the equivalent. Ideally, these should include either Geography or History.

# Health and Social Care

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**Examination Board: Edexcel**

## Why study Health and Social Care?

The health and social care industry is far reaching. It is a sector that has an influence on so many in our society. In fact, it is a sector that will impact on everyone in society at some point in their life.

The reforms in social care will create new types of jobs and ways of working, new career opportunities, and more flexibility both between and across the health and social care sectors.

## Course content and assessment

### Single or double award?

You can study for:

A Single Award AS GCE (3units): Units 1, 2, 3 (One AS level)

A Double Award AS GCE (6 units): Units 1 – 6 (Two AS levels)

A Single Award Advanced GCE (6 units): Units 1, 2, 3, 7, 8, 9 (One A-level)

A Double Award Advanced GCE (12 units): all units (Two A-levels)

### In the AS units you will learn about:

- Unit 1 Human Growth and Development
- Unit 2 Communication and Values
- Unit 3 Positive Care Environments
- Unit 4 Social Aspects and Lifestyle Choices (Double Award)
- Unit 5 Activities for Health and Well-being (Double Award)
- Unit 6 Public Health (Double Award)

### In the A2 units you will learn about:

- Unit 7 Meeting Individual Needs
- Unit 8 Promoting Health and Wellbeing
- Unit 9 Investigating Disease
- Unit 10 Using and Understanding Research (Double Award)
- Unit 11 Social Issues and Welfare Needs (Double Award)
- Unit 12 Understanding Human Behaviour (Double Award)

You will have a written examination in the form of a question and answer booklet in Units 1, 4, 7 and 12. Each examination will last one hour and 30 minutes. For all other units you will be assessed by coursework.

### Progression

The qualification supports progression into further education, training or employment as it offers a mix of both theoretical and vocational learning. This does not mean that it will give you all the skills you

need to do a job, but it does mean that you will have the opportunity to gain specific knowledge, understanding and skills that are relevant to your chosen subject or area of work. There are a broad range of rewarding careers at all levels and for all people, and many types of job, such as:

- Health Visitor
- Registered Nurse
- Healthcare Assistant
- Occupational Therapy Support Worker
- Community Worker
- Social worker
- Residential care manager
- Midwife
- Nursery Nurse
- Radiographer
- Learning Disabilities Officer
- Substance Misuse worker
- Hospital Social Worker
- Home Care Co-ordinator
- Family Support Worker
- Play Worker
- Children's Centre Development Officer
- Health Support Worker
- Physiotherapist
- Speech and Language Therapist

### **Entry requirements**

5 A\*-C GCSE grades or their equivalent.

# History

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## Examination Board: OCR

### Why study History?

History is the study of the past, of how and why things have happened, of individuals, of everyday life in different societies and so much more. History can be fascinating and thought provoking and leads to a series of conclusions about the nature of nations and people that help us understand the world and societies in which we live. So much of major significance has occurred recently, including the Arab-Israeli Conflict and the War on Terror, which can only be fully understood in its historical perspective.

***"Historians are dangerous people. They are capable of upsetting everything."*** - Nikita Khrushchev, USSR Premier. What better reason for study than this?

### Course content and assessment

Assessment at AS level will consist of 2 examinations; one comprising extended essay answers and the other source work analysis and topic knowledge. At A2 there will be 2 pieces of independently written coursework and one exam that consists of extended essays.

At AS level students will study two topics which include 'From Anglo-Saxon England to Norman England 1035-87' and 'The Origins and Course of the French Revolution 1774 – 1795'.

The A2 level course comprises of two further topics 'Nazi Germany 1933 – 1945' and 'Britain and Ireland 1798 – 1921'.

Through studying these modules students will gain a coherent knowledge of the past both within and across the topics and in particular focus on how and why societies change.

### Future Uses

Historians are regarded as having had an education that trains their minds to assemble, organise and present facts and opinions and this is a very useful quality in many walks of life and careers. History is excellent preparation for many careers including law, journalism, teaching, media and business. Students of A-level History are highly respected by universities and both the public and private sector.

### Entry requirements

5 A\*-C grades at GCSE or the equivalent. Ideally, these should include either Geography or History.

**So the question for you to answer is....'dare you be dangerous?'**

# Information and Communication Technology

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**Examination Board: AQA**

## Why study Information and Communication Technology?

The AS and A2 course encourages students to be aware of:

- The requirements of end users.
- The need to make output fit for purpose.
- The need to set performance criteria.
- The need to test their solution against client requirements.
- How to design a solution.
- How to implement a solution.
- How to evaluate their work.

## Course content and assessment

### AS

- Unit 1: ICT in Society \*
- Unit 2: ICT & Organisations
- Unit 3: Data Handling

### A2

- Unit 8: Project Management
- Unit 10: Advanced Spreadsheet Design \*
- Unit 14: Interactive Multimedia

\* Externally assessed

## Progression

Students who have studied this course have gone on to study ICT and computing at University. Others have found it invaluable for studying Business Management at University as all businesses today use ICT heavily from marketing to analysis of performance. Whatever you decide to study at degree level you will find ICT A-level a basic grounding for future study.

## Entry Requirements

5 A\*-C grades at GCSE or the equivalent. GCE Applied ICT forms a natural progression from Key Stage 4 ICT but it is not essential that students have studied an ICT-related course at GCSE. However, it is expected that students have an interest in applying their ICT knowledge to real scenarios.

# Mathematics

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**Examination Board: OCR MEI**

## Why study Mathematics?

The course which we offer is intended to bridge the gap between the academic and the vocational; while traditional academic rigour will be maintained. It will be set in a context of applicable mathematics and will serve as a useful support to other curricular areas, particularly the sciences. All students will study a combination of applied and pure mathematics, thus giving a broad mathematical experience at A-level, and at the same time providing the opportunity for further specialisation in a particular mathematical field.

## Course content and assessment

Six units are required for a full A-level. Three units are required for an AS level. One of the six units includes coursework, with the remainder of the assessment being by written examinations of 1 hour 30 minutes duration.

## Progression

Mathematics A-level is highly regarded as a general qualification for higher education and employment, as well as being a support for other subjects, particularly the sciences, and a stepping stone to higher level study of mathematical subjects.

## Entry Requirements

The students must have studied the higher tier GCSE syllabus and have taken the higher tier GCSE exam and must have achieved at least a grade B in this tier.

# Further Mathematics

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Further Maths is an additional A-level in Mathematics. A-level Further Mathematics must be studied in conjunction with A-level Mathematics. Hence students studying Further Mathematics will be taking two AS options in Mathematics. Further Mathematics is highly recommended for students who wish to continue their study of Mathematics at degree level or who will take a degree such as Engineering with a high Mathematical content. Three modules are needed for an AS in Further Mathematics; six modules are needed for a full A-level. Further details are available from the Head of Mathematics: Stuart Goodhew via email: [stuart.goodhew@st-pauls.org.uk](mailto:stuart.goodhew@st-pauls.org.uk)

# Media Studies

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## Examination Board: AQA

### Why study Media Studies?

You already consume a lot of media texts without probably thinking about them too much. Wouldn't it be great to understand how and why producers make TV shows, films, magazines and other texts and make sense of them in more detail?

A creative element will also allow you to experiment with making your own print and moving image productions from scratch, including filming, editing and desktop publishing.

### Course content and assessment

You will study:

- Television
- Cinema and film
- Magazines.
- Advertising.
- E-media, such as social networking, blogs, virals, wikis.

### For AS level

#### Unit one an examination paper: Investigating Media

A short answer questions on unseen stimulus and one essay question on cross-media study.

#### Unit Two a portfolio of coursework: Creating Media.

Two linked productions plus written evaluation and planning/research materials.

### For A2 level

#### Unit Three an examination paper: Critical perspectives

Section A - compulsory questions on unseen stimulus and

Section B- essay from choice of pre-set topics.

#### Unit Four a portfolio of coursework: Research and Production

A critical investigation essay and a linked production piece on an area of media that interests you.

### Future Uses:

Media Studies is an ideal course with which to prepare for a career in journalism, television presenting, television producing, film-making, scriptwriting, animation, editing and media production, public relations and event management. We will develop a flexible and transferable set of skills and knowledge that employers will expect in the 21<sup>st</sup> Century.

### Entry requirements

5 A\*-C grades at GCSE or the equivalent including English GCSE.

# Modern Foreign Languages

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**Examination Board: Edexcel**

## Why study a Modern Foreign Language?

An intensive, stimulating course, the A-level demands a high level of commitment which is in turn rewarded by an increasing level of competence in communication through the foreign language. By the end of this course students should be able to read a newspaper in the language, follow a television programme, converse with a native speaker and express their considered point of view on a range of topics.

## Course content and assessment

There are seven topic areas for students to explore, four at AS and an additional three at A2.

### Topics studied at AS level are:

1. youth culture and concerns,
2. lifestyle, health and fitness,
3. travel, tourism and environmental issues
4. education and employment.

### A2, students explore the same topics, plus

1. literature and the arts,
2. national and international events and
3. customs, traditions, beliefs and religions.

### Assessment

**AS:** Unit 1: (= 30%) *Speaking Test*  
Unit 2: (= 70%) *Listening, Reading and Writing.*

**A2:** Unit 3: (= 35%) *Speaking Test*  
Unit 4: (= 65%) *Translation, Essay, Research based essay.*

## Future Uses

The 'obvious' jobs which use languages are interpreter, translator and teacher. What else though? "With the globalisation of industry and commerce, (language students) with a good command of modern languages are sought after for numerous roles in a variety of sectors," says Margaret Holbrough, Careers Adviser at Graduate Prospects.

## Entry Requirements

5 A\*-C grades at GCSE or the equivalent. It is expected that the language[s] studied at GCSE will be the language[s] continued post-16. A-C grade must have been achieved at GCSE.

# Music

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**Examination Board: Edexcel**

## **Why study A-level Music?**

A-level Music builds on what you have studied at GCSE in terms of performing and composing music. The remainder of the course involves analysing a wide variety of pieces in different styles and from different eras as well as developing your listening skills. Check out the music specification at [edexcel.com](http://edexcel.com)

## **Course Content and assessment**

### **AS Level**

#### **Unit 1: Performing Music – 15%**

This unit gives you the opportunity to perform in any style as a soloist or as part of an ensemble. The required standard is grade 5. This unit is assessed through a five to six minute performance and is marked by your teachers and moderated by the exam board. You will need to perform in front of other A-level students in concerts.

#### **Unit 2: Composing – 15%**

In this unit you need to compose a 3 minute piece in response to a given brief. You also need to write a CD sleeve note describing aspects of your piece (including its influences). For assessment you have a choice of four composition briefs which Edexcel publish on their website every September. The unit will be completed under controlled conditions and marked by Edexcel.

#### **Unit 3: Developing Musical Understanding – 20%**

This unit focuses on listening to familiar music (set works) and understanding how it works by studying the scores. You will also need to add alto, tenor and bass parts to a given soprano part (4 part harmony). There will be a 2 hour exam marked by Edexcel.

### **A2 Level**

#### **Unit 4: Extended Performance – 15%**

This unit gives you the opportunity to perform in any style as a soloist or as part of an ensemble. The required standard is grade 6. Assessment consists of a twelve to fifteen minute performance which is marked by your teachers and moderated by the exam board. You will need to perform in front of other A-level students in concerts.

#### **Unit 5: Composition and Technical Study – 15%**

For composition you need to compose a 3 minute piece in response to a given brief. For the technical study you need to complete a short piece in the styles of other composers. You can do 2 compositions or 2 technical studies or 1 of each. The unit will be completed under controlled conditions and marked by Edexcel.

## **Unit 6: Further Musical Understanding – 20%**

This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works. There will be a 2 hour exam marked by Edexcel.

### **Future Uses**

Music is a recognised academic A-level with much kudos attached to it. As a recognised academic A-level it gives access to a variety of subject areas at higher education. Closely related subject areas include performing arts, education, music production and music technology.

### **Entry requirements**

5A\*-C grades at GCSE or the equivalent. These must include a grade C or above in GCSE music. It is also preferred if a candidate has a grade 5 or equivalent standard on an instrument or voice as this is the standard for the Unit 1. Knowledge of music theory would be an advantage e.g. the ability to read music in both treble and bass clefs.

# Physics

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Examination Board: OCR

## Why Study Physics

Physicists study how the relationships between matter, forces and energy cause natural phenomena such as gravity, light and magnetism. Physicists are interested in understanding how the Universe works and how that understanding can be used.

Through their studies, physicists make discoveries which affect the lives of all of us: how to make, distribute and control the electrical energy used in homes and the workplace; how to use electrons to develop television and computers; how to use ultra sound and radioactive materials in medicine; and how to use light and lasers for cameras, digital recording and communications technology.

## Students study Physics because:

- they want to meet the entry requirements for courses and careers in: medicine, medical physics, computing, electronics, chemistry, physics and engineering.
- Physics is recognised by many employers as a subject which develops excellent problem solving and analytical skills and one which encourages an open minded approach to problems.
- Physics is a practical subject with interesting areas of study, such as Astrophysics, Medical Physics, Particle Physics and Nanotechnology.

## Residential Field Trip:

Year 13 students will have the opportunity to undertake a field trip to the European Council for Nuclear Research (CERN), near Geneva, Switzerland.

AS and A-level Physics is divided into six units.

Unit	Level	Unit Title	Method of Assessment	Contribution to ...	
				AS	A2
G481	AS	Mechanics	Examination	30%	15%
G482	AS	Electrons, Waves and Photons	Examination	50%	25%
G483	AS	Practical Skills in Physics	Practical work	20%	10%
G484	A2	Newtonian World	Examination		15%
G485	A2	Fields, Particles and Frontiers of Physics	Examination		25%
G486	A2	Practical Skills in Physics	Practical work		10%

## **Course Aims**

The course constructed at St Paul's aims to provide an understanding of how the relationship between matter and energy can be investigated, modelled and applied to the solution of real problems. Students will study Nuclear Physics, Medical Imaging, Quantum Physics and the nature of the Universe. Students will develop a wide range of skills which are useful to further study and future employment. They will learn how to manipulate mechanical and electrical equipment with confidence and skill; how to make precise measurements, and how to appreciate errors and minimise unwanted effects.

## **Examination and Assessment**

AS and A-level students are assessed by written examinations and practical coursework. The duration and style of the papers depends on the unit examined. Some papers have questions requiring only structured answers, others require more extended writing. The synoptic assessment, Unit F1, involves the drawing together of knowledge, understanding and skills learned in different parts of the whole A-level course (AS and A2).

## **What are the career prospects for physicists?**

Studying A-level Physics can lead to a career in computing, information science, technical sales and support, electronics, medicine, research, meteorology, astronomy, science teaching, nuclear physics, production engineering, space travel, mechanical engineering, architecture, civil engineering, forensic science, metallurgy and many more.

## **Entry requirements**

5 A\*-C grades at GCSE or the equivalent. However, to study Physics, students will need at least one B grade GCSE in Science and another B grade in Mathematics.

# Physical Education

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**Examination Board: Edexcel**

## **Why study Physical Education?**

Students will have the chance to take on the roles of 'performer', leader or official at AS level before focusing on one of these roles at A2. In the context of their chosen role(s) they will:

- Review their current participation in physical activity.
- Identify opportunities locally, nationally and internationally for them to advance their participation in physical activity.
- Create a development plan and a life plan for their participation in physical activity.

Elsewhere, students will learn about sport, from the grass roots to the elite level and the development of competitive sport. Healthy lifestyles, fitness and training, and preparation for sports performance are also covered extensively.

## **Course content and assessment**

A2 and AS specifications in Physical Education should encourage students to:

- develop knowledge and skills in selected physical activities.
- develop the skills of planning, performing and evaluating physical activities.
- foster an understanding of the historical, cultural and sociological factors underpinning sport and physical education.
- gain an understanding of the physiological and mechanical basis of performance in sport and physical education.
- develop an understanding of psychological factors influencing behaviour in sport and learning in physical education.
- develop an ability to appreciate the relationship between theory and practice and to apply theoretical knowledge to develop understanding of practical performance in sport.

In addition, Advanced specifications in Physical Education should encourage students to:

- develop the capacity to think critically about the relationship between the different factors influencing performance.
- develop a capacity to explain current provision for participation in physical activity in the context of social issues and global trends.

This specification also seeks to:

- integrate historical and cultural aspects to provide a basis for the study of contemporary issues.
- develop an holistic approach to the improvement of individual performance.
- provide pathways of assessment for students to demonstrate their knowledge and understanding.

### **For AS Level**

- Unit 1 : 1hr 30 minutes examination on 'Participation in Sport and Recreation'
- Unit 2: coursework, internally assessed through a portfolio of evidence including assignments and practical work.

### **For A2 level**

- Unit 3: 2 hr examination on 'Preparation for Optimum Sports Performance'.
- Unit 4: coursework, internally assessed through a portfolio of evidence including assignments and practical work, then submitted to external moderation on the student's own CD portfolio.

### **Future Uses**

Careers in Sports Science, Leisure Management, PE Teaching, Physiotherapy, coaching. It is a recognised academic A-level and gives access to a variety of subjects at university.

### **Entry Requirements**

5 A\*-C grades at GCSE or the equivalent. If GCSE PE has been taken as an option, then a grade C is required in the theory component of the examination. If GCSE PE has not been taken as an option, then students should have a grade C or above in English and Mathematics. Students must participate regularly in sport, physical training or exercise. Students must demonstrate a willingness and enjoyment of participating in practical PE lessons.

# Politics

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Examination Board: AQA

## Why study Politics?

Politics is all around us and affects our everyday lives in a variety of ways, some of which are clear and obvious, others less so. The course at AS looks at British politics at local, national and European levels asking questions about what we understand by terms like democracy and representation, how British politics has changed in the post 1945 period, who votes and why, the role and scope of political parties, the influence of the media, how pressure groups operate in the British political arena, the role and scope of parliament, the impact of the European Union and devolved government.

We do not try to come up with definitive answers to a range of key themes but the course endeavours to develop the ability to identify and frame the important questions to allow a better understanding of the context and scope of modern British politics.

## Course content and assessment

### AS GOVEP1 – People, Politics and Participation

- The nature of participation in the political process, including considerations of what is politics, what is democracy, the differences between power and authority and the changing nature of British political culture
- Participation via the ballot box, why people vote the way they do, the impact of social class, issue voting, social and political geography, the role of the media
- The role of elections and the first past the post system versus proportional alternatives
- The role of political parties and a consideration of the major political parties and some of the minor players
- The importance of pressure groups in policy making and political communication

### AS GOVP2 – Governing Modern Britain

- The nature and sources of the British constitution and the role of the judiciary
- The role and scope of parliament, the role of the Prime Minister and cabinet and how policy is made and implemented
- Local and devolved government and the role of the European Union

Examinations for both GOVP1 and 2 are 90 minutes in duration and can be taken in January or June. Candidates are expected to answer two source based essay questions from four with each module being worth 50% of the total mark at AS.

## **The Benefits to your future**

The course is of particular benefit to those wishing to study history at A2 level and beyond as it contextualises modern British political history. A2 politics may also be offered in coming years and will be of use to anyone wishing to study politics at university. Politics will help you further develop a range of key skills, most notably in terms of developing communication skills, the ability to work with others and problem solving. More information on why you might want to study politics can be found at:

<http://store.aqa.org.uk/qual/gce/pdf/AQA-2150-W-SG.PDF>

## **Entry Requirements**

5 A\* - C at GCSE, preferably including History.

# Psychology

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Examination Board: AQA Specification A

## Why study Psychology?

Psychology is the study of the human mind, its complex processes and the behaviour that you see around you every day. Have you ever wondered why we forget things that we have spent so long trying to remember? What kinds of behaviour are abnormal and why they occur? How we can successfully manage our stress level? Why we are attracted to some people, but not others? Why we are obedient to figures of authority? What effects violence in the media is having on children and their aggression levels? Studying Psychology will provide you with opportunities to find out ways in which these questions, along with lots of others, have been researched. If you have a naturally enquiring mind and you are interested in the human brain and behaviour, then Psychology could be the right choice for you.

## Course content and assessment

### Unit 1: Cognitive Psychology, Developmental Psychology and Research Methods (AS Level)

#### Topic list

Cognitive Psychology, including memory and eyewitness testimony.

Developmental Psychology, including early social development, attachment and the effects of day care and Research methods.

**Assessment:** a written examination paper where questions include short answer, stimulus material and one 12 mark question requiring extended writing.

### Unit 2: Biological Psychology, Social Psychology and Individual Differences (AS Level)

#### Topic list

- Biological Psychology, including stress, factors affecting stress, coping with stress and managing stress.
- Social Psychology, including majority and minority influence, obedience and independent behaviour.
- Individual differences, including definitions of abnormality, approaches and therapies.
- 

**Assessment:** across both AS modules are two written examination papers where questions on each include short answer, stimulus material and one 12 mark question requiring extended writing.

### Unit 3: Topics in Psychology (A2 Level)

In this unit three topics are covered in depth:

#### Topic list

- Relationships
- Biological Rhythms and Sleep
- Aggression

**Assessment:** a written examination comprised of one essay question for each topic.

## Unit 4: Psychopathology, Psychology in Action and Research Methods (A2 Level)

### Topic list

- Schizophrenia
- Research Methods
- The Psychology of Addictive Behaviour

**Assessment:** a written examination question combining a mixture of essay questions and short answer questions in response to research scenarios.

### Progress and Future Careers

Psychologists are probably best known for their work in the health, forensic and education services, but Psychology graduates can be found in almost any area of life. [The British Psychologist Society](#) covers areas in which you can register as a Chartered Psychologist with the society. These areas are:

- Clinical Psychologist.
- Counselling Psychologist.
- Educational Psychologist.
- Forensic Psychologist.
- Health Psychologist.
- Neuro Psychologist.
- Occupational Psychologist.
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A number of our Psychology students choose to go on and study Psychology at university but there are also a wide range of courses chosen for which Psychology has been particularly beneficial. These include Law, Forensic Psychology, Social Policy, Initial Teacher Training, Politics, Social and Community Studies, Geography and Criminology. All university courses will appreciate the skills that studying Psychology develop in a student.

If you are interested in finding out more about Psychology as it is not a subject that you have previously been taught then please feel free to come along to the subject area in S block to look through the wide range of books that we have and chat to subject staff. In addition, the internet is a great source of information with [www.bps.org.uk](http://www.bps.org.uk) and [www.spring.org.uk](http://www.spring.org.uk) being particularly useful.

### Entry Requirements

5 GCSEs grade A\*- C and an interest in this subject. It is strongly recommended that students have a grade C or above in English Language and Mathematics.

# Religious Studies: Theology and Ethics

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## Examination Board: Edexcel

*This subject is available to candidates of any religious persuasion or none.*

## Course content and assessment

St. Paul's is the **only** school in this area to offer a rigorous academic theological study of a Gospel. This is a crucial element of any university study in the subject and puts candidates at a great advantage in subject specialist areas in further studies.

## AS Level

The AS comprises two units of assessment. Each unit is assessed by an external exam.

### Unit 1 – Religious Studies; Foundations

The main areas of study are Ethics and New Testament with a specific academic focus on the fourth Gospel. Students will begin to understand the key moral and theological concepts of each area.

### Unit 2 – Religious Studies; Investigations

- This unit has an enquiry based approach to teaching and learning and is made up of a study of Ethical issues and morality. It includes an in depth enquiry into issues that affect us in daily life and society by exploring the issue of homosexuality. It provides the opportunity for independent enquiry.
- The unit is assessed by an external examination of 1 hour and 15 minutes. The question set for this unit is an essay question which requires an extended response and the ability to establish the key features of a topic supporting it with technical specific vocabulary and academic source evidence.

## A2 Level

The A2 comprises a further two units of assessment.

### Unit 3 – Religious Studies; Developments

Candidates will further their academic study of Moral philosophy and Fourth practising skills of exegesis at an advanced level.

### Unit 4 – Religious Studies; Implications

This unit builds on the knowledge, understanding and skills developed in units 1, 2 and 3. Students will consider, examine or discuss:

- the consequences of holding certain opinions, views or beliefs, including their own.
- how a particular belief or value could affect other people, either for good or ill.
- how other people's lives might be affected if a certain belief were widely held or a certain value widely applied.

## **Future Uses**

Advanced level Religious Studies opens up a diverse range of career options and Theology students are among the most employable as university courses are so varied and all encompassing. Study of the subject at this level creates opportunities for critical thinking, developing an enquiring mind, analytical and evaluation skills, all things that employers are looking for. Therefore any job that requires these skills is supported by an individual's study of Religious Studies at A-level.

Some of the career options that are often pursued as a result of studying Religious Studies are teaching, medicine, law and the Police Force among many other specialist professional areas.

Find out more at: <http://www.edexcel.com/quals/gce/gce-leg/rs/Pages/default.aspx>

A-level Religious Studies helps develop logical enquiring minds that will enhance the study of every subject at university and in future life.

## **Entry Requirements**

5 A\*- C grades at GCSE or the equivalent. You must have achieved a C grade at GCSE RE.

# Sociology

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**Examination Board: AQA**

## Why study Sociology?

Sociology is the scientific study of peoples' behaviour. Sociology looks at the world, discovers injustices, evils, inequalities and provides solutions to these social phenomena. Martin Luther King studied Sociology at Morehouse College, Atlanta. He focused his attention on one specific social evil and made enormous strides towards creating a more just world.

## Course content and assessment

There are two units at AS and two units at A2. There are two exams at the end of each year, one for each unit of study.

### AS Level:

Unit 1 Family and households

Unit 2 Education with research methods

### A2 Level:

Unit 3 Beliefs in society

Unit 4 Crime and deviance

## Future Uses

Sociology is an academic subject which requires you to develop a variety of skills which are transferable to many occupations. Sociologists enter a range of vocations such as journalism, education, law, police, social work and politics

Sociology graduates include: Michelle Obama (Lawyer and First Lady); Suzanne Malveaux (CNN political correspondent); James Blunt (Musician); George Papandreou (Greece Prime Minister); Jesse Jackson (Reverend); Robin Williams (Actor); Emily Balch (Nobel Peace Prize Winner); Ronald Reagan (Former American President).

## Further Information

For further information see Mr Carter in S block or visit one of the following web sites:

[www.AQA.org.uk](http://www.AQA.org.uk)

[www.Sociology.org.uk](http://www.Sociology.org.uk)

[www.S-cool.co.uk](http://www.S-cool.co.uk)

<http://loretosoc.blogspot.com>

## Entry Requirements

Five GCSE passes - grade C or above, including English Language.

# BTEC Level 3 Subsidiary Diploma and Diplomas

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To decide if a BTEC is right for you, you will need to know how BTECs differ from other qualifications and what advantages they have.

## A practical approach to study

Students have to undertake a number of units for which they present evidence. This allows them to demonstrate their skill and knowledge in practical situations.

Some students thrive on the pressure of exams, but others will fulfil their potential by adopting a different approach. With a BTEC, progress is measured throughout the course, allowing students to gauge their own performance on a continuing basis. As a result, students for whom this is the best approach, become more engaged and motivated, as they can see the progress they have made through the course rather than waiting until the end to sit an exam.

## Building Confidence and Success

In our experience, students enjoy BTEC programmes because they can specialise in areas of learning linked to work that they are interested in like Business, Sport, Engineering, etc. Answers to assignments may be in written form, but it is just as likely they will be in other forms – project proposal, business plans and structured databases. Students are always given clear guidelines so they know what they have to achieve and how to do this.

Students have to meet deadlines set by teachers, but can do this at their own pace rather than having to perform to the time constraints of an exam. Progress is monitored by teachers who provide personal support and guidance, helping students develop their learning skills and reach their potential. The projects that students undertake form the basis of their unit results which are graded as a Pass, a Merit or a Distinction.

## Equivalences and Progression

BTEC level 3 qualifications are the equivalent to A-levels, so BTEC students can go on to university or start their career straight from school. These qualifications are highly valued by universities, further education colleges and employers alike.

BTEC Level 3 Subsidiary Diploma is equivalent to 1 A-level.

BTEC Level 3 Diploma is equivalent to 2 A-levels.

This table shows the UCAS tariff points for A-levels and BTEC Level 3 qualifications.

<b>A2</b>	<b>BTEC Level 3 Qualification</b>		<b>UCAS Points</b>
	<b>Subsidiary Diploma</b>	<b>Diploma</b>	
		DD	240
		DM	200
		MM	160
A	D	MP	120
C	M	PP	80
E	P		40

All BTEC Level 3 Subsidiary Diploma and Diploma courses run for two years. Qualifications are certificated at the end of Year 13.

# BTEC Level 3 Subsidiary Diploma in Business

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Examination Board: Edexcel

## Introduction

This course is equivalent to one A-level. It is made up of six units and each is assessed by coursework – there are no exams. All assignments are set and marked internally by the teachers.

## Why study BTEC Business?

It does not matter what you do after Post-16, this course will be relevant!

Whether you continue with your education at University, get a job or organise an apprenticeship, BTEC Level 3 Subsidiary Diploma in Business will help you to understand organisations whether profit making or not and equip you with skills needed to embark upon a successful career.

## Course content

The course is made up of 6 units of work. These units are portfolios made up of evidence. The evidence is recorded in a variety of ways including observations, witness statements and presentations. Each unit is based on real life organisations which you will already have an understanding of, making the work you do relevant and realistic.

Some of the units which are currently run on the BTEC Level 3 Subsidiary Diploma in Business are *The Business Environment*; *Business Communication* and *Introduction to Marketing*.

## Progression

BTEC level 3 Subsidiary Courses are internationally recognised and therefore you can progress straight into employment. Examples of jobs which are suitable following BTEC Level 3 Subsidiary Business are Department Managers, Trainee Accountants, Marketing Assistants and HR Managers. You can also progress onto further higher education such as university degrees or work based schemes such as apprenticeships.

## Entry requirements

3 or 4 GCSE grades A\*- C or equivalent

# BTEC Level 3 Diploma in Business

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Examination Board: Edexcel

## Introduction

This course is equivalent to two A-levels. It is made up of twelve units and each is assessed by coursework – there are no exams. All assignments are set and marked internally by the teachers. The course enables students to investigate subjects in the form of project work (portfolios), which allow areas of business to be studied in greater depth than in a traditional A-level.

## Why study BTEC Level 3 Diploma in Business

It does not matter what you do after post-16, this course will be relevant!

Whether you continue with your education at University, get a job or organise an apprenticeship, BTEC Level 3 Diploma in Business will help you to understand organisations whether profit making or not and equip you with skills needed to embark upon a successful career.

## Course content

The course is made up of 12 units of work. These units are portfolios made up of evidence. The evidence is recorded in a variety of ways including observations, witness statements and presentations. Each unit is based on real life organisations which you will already have an understanding of, making the work you do relevant and realistic. Some of the units which are currently run on the BTEC Level 3 Diploma are *The Business Environment*, *Business Communication*, *Introduction to Marketing*, *Recruitment and Selection*, *International Business* and *Starting a Small Business*.

## Progression

BTEC courses are internationally recognised and therefore you can progress straight into employment. Examples of jobs which are suitable following completion of BTEC Level 3 Diploma are Department Managers, Trainee Accountants, Marketing Assistants and HR Managers. You can also progress into further higher education, such as university degrees or work based schemes such as apprenticeships.

## Entry requirements

3 or 4 GCSE grades A\*-C or equivalent.

# BTEC Level 3 Subsidiary Diploma in Engineering

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## Why study Engineering?

**Engineers belong to the greatest profession in the world, responsible for almost everything that makes life worth living – from leisure activities to medical treatment, mobile communications to modern transport systems.**

Within the wide boundaries of the engineering profession, there are thousands of challenging activities, in such areas as research, development, design, manufacture and operation of products and services. Activities which provide stimulating intellectual challenges with diverse and varied tasks, inevitably involving deadlines, and all added to the satisfaction of real output or delivery.



Demand for good engineers is high in practically every country in the world. In the IT and electronics sectors in particular, there are world shortages of Chartered and Incorporated Engineers and unemployment amongst professional engineers is lower than for almost any other profession.

## BTEC Level 3 Subsidiary Diploma in Engineering

The BTEC Subsidiary Diploma in Engineering has been developed to focus on:

- providing opportunities for learners to achieve a nationally recognised Level 3 vocationally specific qualification
- giving learners the opportunity to gain a nationally recognised vocationally specific qualification, to enter employment in the engineering sector or to progress to higher education
- giving learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

## Structure of the qualification

The Edexcel Level 3 BTEC Subsidiary Diploma in Engineering consists of two core units plus four specialist units.

### Core unit

1 Health and Safety

### Core unit choice

6 Electrical and Electronic Principles

### **Specialist units (4 from the following)**

- 4 Mathematics for Technicians
- 7 Health, Safety, Risk Assessment and Welfare in the Engineering Workplace
- 9 Commercial Aspects of Organisations Employing Engineers
- 10 Properties and Applications of Engineering Materials
- 12 Applications of Mechanical Systems and Technology
- 16 Engineering Drawing for Technicians
- 21 Engineering Secondary/Finishing Processes
- 23 Applications of Welding Technology
- 35 Principles and Applications of Electronic Devices and Circuits
- 54 Electronic Measurement and Testing
- 62 Microprocessor Systems and Applications
- 64 Electrical Applications

### **Entry requirements**

3 or 4 GCSE grades A\* -C or equivalent.

# BTEC Level 3 Subsidiary Diploma in Horticulture

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## Why Study Horticulture?

Horticulture is a diverse and dynamic industry that encompasses both the commercial production of fruit, vegetables, flowers and ornamental plants, and the design, establishment and maintenance of our parks and gardens, leisure and sport facilities, open spaces and managed landscapes.

St Paul's School offers a comprehensive course, preparing you for the wide range of challenging career opportunities that these sectors can offer.

Horticulture is now a worldwide business spanning a range of commercial and charitable interests including large multi-national companies and smaller entrepreneurial organisations, Local Authorities and National Trusts. At home and abroad, British trained horticulturists are always in demand.

It is a profession which offers a diversity of jobs to suit a wide range of talents. While there is a demand for individuals with a sound practical base in horticulture, the profession also needs designers, researchers, technologists, marketing experts and managers to shape the industry for the future.

Horticultural businesses, whether those concerned with production horticulture or environmental, conservation or landscaping activities, require staff possessing sound scientific and technical knowledge combined with business and financial abilities.

## Content

The course will run over 2 years, during that time you will study:

- Business management in the land-based sector.
- Understanding the principles of plant science.
- Undertaking the principles of soil science.
- Undertaking land-based machinery operations (tractor driving!!)
- Establish and manage exterior plant displays
- Manage plant propagation
- Manage winter and summer sports turf surface

There is also the opportunity to undertake work experiences and integrate any horticultural base work/part time job into the course.

## **Progression: Next Steps**

Completing the course will open up a range of opportunities in horticulture. You will be well equipped to find full time employment or an apprenticeship.

Career options include management positions in local authority parks, public/historic gardens, country parks, botanic gardens, national parks, nurseries and garden centres. Graduates in horticulture may also find employment in specialist positions such as arboriculture, landscape design, environmental management, landscape reclamation, restoration of historic gardens and landscapes and the media (including TV).

There is a wide range of courses available once you have completed your Subsidiary Diploma in Horticulture including BSc (Hons) and foundation degrees. A selection of some available are listed:

- BSc (Hons) Green Space Management
- BSc (Hons) Horticulture
- BSc (Hons) Horticulture with Business Management
- BSc (Hons) Horticulture with Garden Design
- Foundation Degree (FdSc) Green Space Management
- Foundation Degree (FdSc) Horticulture
- Foundation Degree (FdSc) Horticulture (Landscape Construction)

## **Entry requirements**

3 or 4 GCSE grades A\* - C or equivalent.

# BTEC Level 3 Subsidiary Diploma and Diploma in Science

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## Why study Applied Science

BTEC Subsidiary Diploma and Diploma in Science provides you with the skills and knowledge underpinning all aspects of science. Within the course you will be doing practicals, investigating phenomena, reporting back your findings as well as writing scientifically. BTEC Applied Science is particularly suitable for students who wish to maintain an interest in Science and wants to pursue a more 'applied' course at University, for example: Environmental Science, Chemical Engineering, Forensic Science, Human Physiology or Applied Science degrees. It is not suitable for those wishing to study Medicine, Dentistry, Pharmacy, pure Science or similar degrees.

Students who opt for the Diploma will automatically study for the Subsidiary Diploma as well as the modules overlap. .

## What you will study

The modules in bold are those required for the Diploma only. The assignments are all based on scientific job related scenarios and will help you develop your research, presentation and practical skills.

### First Year Modules:-

1. Fundamentals of Science
2. Working in the Science Industry
- 3. Scientific Investigation**
4. Scientific Practical Techniques
- 5. Physiology of Human Regulation and Reproduction**
- 6. Chemistry for Biology Technicians**
- 7. Medical Physics Techniques**

### Second Year Modules:-

8. Perceptions of Science
- 9. Using Mathematical Tools in Science**
10. Using Science in the Workplace
11. Physiology of Human Body Systems
- 12. Using Statistics in Science**
- 13. Chemical Laboratory Techniques**

## Entry Requirements

3 or 4 GCSE grades A\*- C or equivalent.

# BTEC Level 3 Subsidiary Diploma and Diploma in Sports and Exercise Science

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## Why study BTEC Sports and Exercise Science?

If you enjoy learning about different topics in sport and exercise science such as sports nutrition, sports psychology, exercise physiology, fitness testing and developing training programmes and many more this course is for you. During this course you will develop research projects in sport, analyse sporting performances, assess the lifestyles of others, develop fitness and lifestyle programmes, take part in a work place experience, create rehabilitation programmes and take part in practical or team sports, leading and coaching others.

## BTEC Level 3 Diploma

### Content

Year 12 Units Covered
Anatomy for Sport and Science
Fitness testing for Sport and Exercise
Training and Fitness for Sport
Sport and Exercise Physiology
Research methods for Sport and Exercise Science
Practical Individual Sports

Year 13 Units Covered
Practical Team Sports
Sport and Exercise Psychology
Research project in Sport and Exercise Science
Exercise, health and lifestyle
Sports Nutrition
Sports Injuries
Work Related Experience

### Progression

The course is designed to lead students towards either employment or higher education.

Employment opportunities would be available in a wide range of areas including the health and fitness industry, sports psychology, sports coaching, sports development, sports therapy. Degree or HND courses in Sport and Exercise Sciences, Sports Therapy or Coaching Science could also be accessed via this course.

## Skills required

- Regular practical participation in sport.
- An interest in Sport and Sport Science in the wider context.
- The ability to organise work and meet deadlines.
- The ability to follow assessment criteria when producing portfolios.
- The ability to research from a variety of sources including the Internet, books and newspapers.

## BTEC Subsidiary Diploma – equivalent to one A-level.

For students who wish to undertake the Subsidiary Diploma rather than the Diploma qualification, then the following core units will be covered:

Anatomy for Sport and Exercise
Sport and Exercise Physiology
Practical Individual Sports
Practical Team Sports
Sport and Exercise Psychology
Exercise, Health and Lifestyle
Sports Injuries

This course will be covered over two years. Three units will be covered in each year. The same skills will be needed in this course as the Diploma

## Entry requirements

3 or 4 GCSE grades A\* - C or equivalent.

# Level 2 BTEC Diploma in Business

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**Examination Board: Edexcel**

## Why Study BTEC Level 2 Diploma in Business?

A-level 2 BTEC Diploma in Business is a practical, work related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

It introduces learners to particular areas of employment and provides a good basis to go on to a more advanced work related qualification.

A one year BTEC Level 2 Diploma in Business is equivalent to four GCSEs grades A\* - C and is a full time course.

## Course content

The course is made up of ten units (four core units plus six specialist units) that provide for a combined total of 360 guided learning hours (GLH) for the completed qualification.

Core Units	Specialist Units
<ul style="list-style-type: none"><li>• Business Purposes</li><li>• Business Organisations</li><li>• Financial Forecasting for Businesses</li><li>• People in Organisations</li></ul>	<ul style="list-style-type: none"><li>• Verbal and Non-verbal Communication in Business Contexts</li><li>• Business Communication Through Documentation</li><li>• Customer Relations in Business</li><li>• Business Enterprise</li><li>• The Marketing Plan</li><li>• Managing Personal Finances</li></ul>

All units are assessed and graded by teachers. An overall grade for the qualification is awarded to all students who successfully complete all units. Grades awarded are Pass, Merit or Distinction.

## Progression

With further training or study students may progress into Business related careers such as accounting, administration, customer service, finance, IT, personnel or sales.

A BTEC Level 2 Diploma in Business provides a solid foundation for employment and more advanced courses such as a BTEC Level 3 qualification.

## Entry requirements

5 A\* - G grades or equivalent.

# Curriculum Enrichment Courses

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In addition to the subject specific AS/A2 and BTEC Level 3 Subsidiary Diploma and Diploma courses that students choose as part of the application/option process, we also offer a number of courses that are designed to enrich the curriculum.

All students will have General RE timetabled and the vast majority will also have the opportunity to study at least one of the following courses in addition to their option choices.

- Critical Thinking
- The Extended Project
- General Studies
- Sports Leaders Award
- Language Leader Award

Students will be able to choose which of the above most suits their needs. This choice will be guided by personal interest, future aspirations and also preferred methods of study. All of the courses carry a qualification and the majority also carry UCAS Tariff points. The final selection of these courses is made at the beginning of Year 12. An outline of each of these courses follows.

## Other Opportunities:

- Duke of Edinburgh Gold Award
- World Challenge
- Work Experience
- Summer Schools at Universities
- Volunteer work in and out of school

# General Religious Education

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## Aims

The RE department is dedicated to ensuring that all students attending the St Paul's are receiving a regular programme of RE in line with diocesan and legal requirements. This is particularly important considering the Catholic focus and nature of the school.

## Programme of Study

The RE department at St. Paul's is made up of subject specialists and enthusiasts who thoroughly enjoy Religious Studies. As it is such a far reaching topic, drawing on Morality, Ethics, Psychology, Exegesis and in short all areas of life, we would like to share a broader experience of the subject with our students.

In order to enthuse our students through the subject knowledge we, as subject teachers, have developed units of study that we feel enthusiastic about. Students will then experience a range of topics in a carousel fashion. These topics include:

<b>UNIT 1:</b> Religion and the Media Philosophy of Religion Sexual Ethics Peace and Reconciliation Authority, Law and Punishment	<b>UNIT 2:</b> A History of Religion World Religions Theology in Art Theology in Literature Religion, Ethics and Business Exegesis and Biblical Criticism.
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The General RE programme of study aims to continue educating students at this level about the significance and importance of religious issues in terms of their social, cultural and historical impact.

## Assessment

The General RE course has no formal external examination. However, regular assessment strategies are used in class to gauge pupil understanding and there is a specific focus on building successful learners. With that in mind, pupils are assessed against the Learning Talents and given opportunities to foster the range of talents that will help them in school life and beyond.

## Praise and Rewards

Due to the nature of General RE we think that it is important to reward the attendance and participation of students in the General RE programme. Groups and individuals in particular will be rewarded for their attendance and effort and will receive recognition for this.

# Critical Thinking

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Examination Board: OCR

## Why Study Critical Thinking?

Critical Thinking is about learning how to question everything you read and hear. It gives you the skills to construct powerful arguments and spot weaknesses in other people's arguments so that you can always beat them! – (and win marks in exams).

The examination offers you the chance to develop these skills:-

- Examine knowledge and beliefs critically
- Recognise, analyse and evaluate your own, and others, beliefs and knowledge claims (in a variety of contexts)
- Recognise and evaluate assumptions
- Evaluate reasoning of different kinds
- Make connections and synthesise information and arguments
- Generate own arguments and express them clearly

## Course contents and assessment

### AS F501 – Introduction to Critical Thinking

90 minutes long – worth 50% of AS

Some short and 3 longer answers responding to source material. Candidates are expected to answer a range of questions ranging from 2 to 15 marks.

### AS F502 – Assessing and Developing Arguments

90 minutes long – worth 50% of AS

Part A – multiple choice section

Part B – short answers in response to some arguments

Part C – write your own longer arguments

## **The Benefits to your future**

- The core skills you develop are transferable to all your other subjects and will help you do better in those subjects.
- It will help you achieve Level 13 on the learning talents – critical thinking and evaluation
- It will help you with university entrance exams such as the LNAT, Bmat and Thinking Skills assessments
- It will earn you UCAS points and show universities you are multi-talented

More information on why you might want to study Critical Thinking can be found at:

[http://www.ocr.org.uk/download/pm/ocr\\_15952\\_pm\\_gce\\_crit\\_brochure.pdf](http://www.ocr.org.uk/download/pm/ocr_15952_pm_gce_crit_brochure.pdf)

## **Entry Requirements**

5 A\* - C at GCSE.

# The Extended Project

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## Examination Board: AQA

### Why choose to follow the extended project course?

*There must be something you are passionate about. There is bound to be a topic that you would love to study in depth.*

The Extended Project allows you to investigate a topic of your choice. You could research and write about it, or make or do something and write a short commentary. Examples of Projects:

- Write a mini dissertation on an academic subject
- Conduct a scientific experiment
- Produce a piece of animation
- Write a short story
- Analyse an aspect of a sport, either technically (football tactics), physiologically (training regimes for marathon runners), or historically (who is really the greatest heavyweight boxer of all time?).

The choice is entirely yours. You could choose something that you would like to study at University or something that would interest you as a future career. The Extended Project Qualification is highly regarded by Universities. It is equivalent to half an A-level and is of the same standard as A2 units.

### Course content and assessment

All Project students follow the same basic project process and have to supply the following evidence for assessment.

- Project product, in the form of a research report, production or artefact
- Written report (to accompany an artefact)
- Presentation of a completed Project
- Completed Production Log

You will have approximately 30 hours of taught lessons on the skills required for the choice, planning and production of your project. The research and production of the Project must be completed in your own time.

You will have to choose your topic shortly after the Christmas holidays and then begin research. The final write up and production of your project will take place after you have completed AS levels in

June 2012. You will have to hand in a finished version of your project in September 2012 and make your presentation shortly after.

Students are assessed on:

AO1 Managing the Project – 20% of marks

AO2 Using Resources – 20% of marks

AO3 Developing and Realising the Project – 40% of mark

AO2 Review – 20% of marks

The assessment is based on the project product, written report, completed production log and final presentation. There is no exam.

The Extended Project is equivalent to an AS level and is graded on the scale A\* to E.

## **Future Uses**

Extended Project is not only highly regarded by Universities; it also provides an excellent introduction to the skills required at degree level. You will gain the skills required to properly research and reference academic literature. Furthermore, you will have gained experience of writing at greater length and depth than A-level study requires. The skills you gain will be relevant to all A-level subjects studied.

## **Entry Requirements**

5 A\* - C at GCSE or the equivalent.

The Extended Project is essentially a piece of high level research and sustained response. To succeed you will need to be:

- Enthusiastic about working independently
- Able to motivate yourself
- Organised and efficient in your use of time
- A reflective learner

# General Studies

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**Examination Board: OCR**

## **Why study General Studies?**

Within General Studies, students get the opportunity to develop a wide range of skills. The emphasis is on getting students to think critically, logically and constructively about problems and encouraging them to communicate their ideas with coherence and clarity. It allows students to integrate knowledge from a range of disciplines, to learn how they relate to one another and to develop a critical awareness and understanding of contemporary issues.

## **Course content and assessment**

General Studies encourages students to:

- view issues from a wider range of perspectives than those offered by subject specialisms.
- integrate knowledge from a range of disciplines in order to:
  - develop an understanding of the interrelationship between them.
  - encourage a broader and deeper understanding of issues.
- think logically and creatively in order to:
  - assess the relative merits of evidence.
  - make informed decisions.
  - reach justifiable conclusions.

## **Future uses and progression**

As a course it is valued by universities as a further qualification to enhance candidates' prospects. It has helped a high number of candidates reach a university of their choice and can demonstrate an all-round perception and level of understanding.

Most students who follow AS General Studies in Year 12 will continue to study the A2 course in Year 13.

# Sports Leaders' Award

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## Level 2 Award in Community Sports Leadership

The prime aim of the CSLA is to produce responsible, motivated and confident people who can lead safe, purposeful and enjoyable sporting and recreational activities.

### Course content

Sports Leaders will coach their peers, coach within PE lessons and at primary schools, referee Burditt Cup and work alongside the school SSCO. They will be expected to organise and plan 10 hours of voluntary work within the community.

- Unit 1 Organising and delivering a sports session
- Unit 2 Establish and maintain a safe sporting activity
- Unit 3 Understand the structure of all levels of sport
- Unit 4 Understand and lead fitness sessions
- Unit 5 Run sporting events and competitions
- Unit 6 Adapting sports activities
- Unit 7 Plan a series of sporting activities
- Unit 8 Demonstrate leadership skills in the community

### Entry Requirements

Priority will be given to students following AS PE or BTEC Level 3 qualifications and students with a proven commitment to extra curricular sports (in and out of school).

# Language Leaders' Award

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## Are you interested in languages?

St Paul's offers **Year 12 students** with an interest in modern foreign languages the opportunity to gain the "Sports Leader UK - Foreign Language Leader Award".

## What qualifications do I need to take part?

Above all, you need to be enthusiastic about passing on what you know about a language you know. It is a fun and practical course with no entrance qualifications and no examinations to sit.

The Award aims to teach you how to lead others through basic language activities (teaching the colours or days of the week, for example).

By planning and assisting in simple language activities, you can develop and demonstrate your leadership, communication, organisational and motivational skills.

## Course content

Unit 1 - Planning, preparing and assisting in a simple language activity.

Unit 2 - Communicating and motivating participants in a simple language activity.

Unit 3 – Developing one's Cultural understanding of the chosen country's language.

Unit 4 – Develop a compendium of simple games and activities for the Language Leader to use with younger students.

Unit 5 - Organise and run a language festival for younger pupils.

Unit 6 - Demonstration of leadership skills in languages

## Are you a mouse or a cat?

A mother mouse and a baby mouse are walking along, when all of a sudden, a cat attacks them. The mother mouse goes, "BARK!" and the cat runs away. "See?" says the mother mouse to her baby. "Now you know why it's important to learn a foreign language!"

## Entry Requirements

Priority will be given to students who are studying a Modern Foreign Language AS or who have a GCSE Language at Grade B or above.

# “The Extended Curriculum”

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This year we will be running a number of Extended Curriculum modules on a Monday, Wednesday and Thursday afternoon. These are open to post-16 students and parents are also welcome to join in!

Some of the modules can result in formal accreditation but this will be determined during the course, depending on progress!

The modules are:

## **Level 1 Award in Dance Leadership**

The level 1 Award in Dance Leadership is a practical course that aims to give candidates an appreciation of what is required to lead a dance session successfully. Leadership is the primary focus, and not dance ability. Students will be assessed on six different units of work. The course provides the ideal starting point for students who wish to develop their leadership skills engaging others in dance activities, while developing leadership skills which can contribute to students' personal developments. A qualified dance leader will be able to lead small groups in dance and health related dance activities.

## **Food**

The after school club will be an opportunity for students to learn to cook meals that will be invaluable in their futures. It will enable those that go to university to be able to feed themselves well on a budget whilst learning lots of adaptable skills on the way. The cooking will cover a selection of sweet and savoury dishes and the opportunity to gain the license to cook. Students will need to bring the ingredients each week. You will be notified about what you need the previous week!

## **Latin**

The study of Latin develops a sensitive and analytical approach to language in general and will benefit students when studying English language and modern foreign languages.

On this course we will study the language and literature of ancient Rome, including Virgil, Ovid and Horace, elements of the culture, language and social and political life of the Roman civilisation.

Particular areas of study include:

- Latin texts in their original language
- Literature set texts, including Virgil, Ovid, Pliny, Tacitus and Horace
- The Roman Army, social life, the City of Rome, women, the empire, Roman Britain and Roman religion may be studied as background topics

## Public Speaking and Debate

This course will provide students with an opportunity to develop into confident and articulate communicators. Students will work collaboratively and interdependently to research, plan and prepare a response for a particular line of argument relating to current affairs and other topical debating issues. They will have the potential opportunity to take part in local and national competitions gaining awards for their participation and success. This is an extremely valuable and enjoyable way of improving the skills needed to for GCSE Speaking and Listening Assessments in English, or preparing for University interviews, meeting new people and for developing hidden talents.

## Digital Imagery

During the course students will:

- explore the principles of capturing digital images and manipulating them.
- critically evaluate their own and others' work in the spirit of continuous technical and artistic improvement
- experiment with the principles of digital photography and imaging
- develop a portfolio to be proud of
- present a public display of their work

The course will cover the basic aspects of digital photography including:

- 'what makes a good photograph?' and the elements of composition e.g. rule of thirds
- The basic principles of capturing light information digitally (e.g. sensors, memory, file types)
- The digital workflow (capture, organise, edit and share)
- How to control exposure
- How to control focus and depth of field
- How to print and project your images
- How to technically and creatively improve your images.

The course will enhance the way in which students:

- use photography as a primary research tool.
- use photography as a means of recording evidence of performance.
- develop e-portfolios as a means of assessment at GCSE, BTEC, Diploma, A-level and beyond.
- Present evidence of their achievement. Above all students following the course will be challenged, have their eyes opened and have fun!

# The Application Process

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## Timeline

15 November 2011	Prospectus published ready for mentoring day on Tuesday 22 November 2011
Tuesday 29 November 2011	Open Evening
December 2011	Year 11 Mock Examinations
Friday 27 January 2012	deadline for return of application forms. Please return forms to the School General Office marked for the attention of the Post-16 Administrator.
February 2012	application discussions. The offer of a place is confirmed in writing
Wednesday 27 June 2012	Pre-Induction Day for External Applicants.
Thursday 28 and Friday 29 June 2012	Year 12 Induction Days
Thursday 23 August 2012	GCSE Results Day. A 'surgery' will be provided for students seeking advice about Year 12 choices based upon GCSE results. Further appointments <u>may</u> be requested to clarify choices. These will take place prior to the start of term on Thursday 30 and Friday 31 August 2012. External Applicants should come into school on results day to confirm examination results and course choices.
Wednesday 5 September 2012	School Starts

## How to fill in your application form

- complete the personal details
- select courses required in consultation with parents, subject teachers, form tutors etc. to ensure that you make the best choice
- complete the 'my option choices' section of the application form
- return the application form to the Post-16 Administrator at St Paul's by **Friday 27 January 2012.**

# St PAUL'S CATHOLIC SCHOOL

A Specialist Science College and Training School  
Phoenix Drive Leadenhall Milton Keynes MK6 5EN  
Headteacher: Michael Manley



## POST-16 APPLICATION FORM

First Name:  Address:

Surname:

Gender: male / female (please circle) Post Code:

Home Telephone:  Student Mobile:

Date of Birth:  /  /  email address:

## COURSES

The courses I would like to follow are:

### 1. Advanced level and Vocational level 3 courses

Advanced Level Courses:	Modern Foreign Language: French
Art	Modern Foreign Language: German
Biology	Modern Foreign Language: Italian
Business Studies	Modern Foreign Language: Spanish
Chemistry	Music
Design & Technology (Product Design)	Physics
Drama and Theatre Studies	Physical Education
Economics	Psychology
English Language and Literature	Religious Studies: Theology and Ethics
English Literature	Sociology
Geography	<b>BTEC Level 3 Subsidiary Diploma and Diploma Courses</b>
Health & Social Care (Single)	BTEC Level 3 Subsidiary Diploma in Business
Health & Social Care (Double)	BTEC Level 3 Diploma in Business (2 options)
History	BTEC Level 3 Subsidiary Diploma in Engineering
Information & Communication Technology	BTEC Level 3 Subsidiary Diploma in Horticulture
Mathematics	BTEC Level 3 Subsidiary Diploma in Science
Further Mathematics	BTEC Level 3 Diploma in Science (2 options)
Media Studies	BTEC Level 3 Subsidiary Diploma in Sports and Exercise Science
	BTEC Level 3 Diploma in Sports and Exercise Science (2 options)

### 2. BTEC Level 2 Diploma in Business and GCSE (level 2) courses

BTEC Level 2 Diploma in Business
GCSE English
GCSE Mathematics

## MY OPTION CHOICES

You must make four option choices. Where a subject indicates two options you may only select a further two options.

	COURSES
Option one	
Option two	
Option three	
Option four	

## FURTHER INFORMATION

Parent/Guardian names:

Parent/Guardian contact numbers:

Email address:

First Language spoken at home:

Second Language spoken at home:

Ethnicity:

Present school:

Town/city

Other schools/colleges applied to:

External applicants only:

UCI (Unique Candidate Identifier):

Do you have a Statement of Educational Needs: Yes / No

Are you an EAL student: Yes / No

Student signature:

Date:

Please return to the Post-16 Administrator, St Paul's Catholic School, Phoenix Drive, Leadenhall, Milton Keynes, MK6 5EN by **Friday 27 January 2012**.

Telephone (01908) 669735 for further details.