

**St Paul's**  
CATHOLIC SCHOOL

Ministerium Tuum Imple Love | Serve | Do the best that is possible

# Post-16 Courses

## September 2017

A Specialist Science & Language College and Training School

# Contents

An introduction to Post-16 courses	3
Pathways Post-16	4
Extended Project Qualification (EPQ)	5
<b>A-Level Courses</b>	
Art, Craft & Design	6
Biology	7
Business Studies	8
Chemistry	9
Computer Science	10
Design and Technology and Engineering	11
Drama and Theatre Studies	12
Economics	13
English Language and Literature	14
English Literature	15
Geography	16
History	17
Mathematics [and Further Mathematics]	18
Media and Film Studies	20
Modern Foreign Languages [French, German, Spanish]	21
Italian	22
Music	23
Photography	24
Physics	25
Physical Education	26
Politics	27
Psychology	28
Religious Studies: Philosophy, Theology and Ethics	29
Sociology	30
<b>New Generation BTECS at Level 3</b>	31
BTEC Level 3 Extended Certificate in Business	32
BTEC Level 3 Diploma in Business	33
BTEC Level 3 Extended Certificate and Diploma in Applied Science	34
BTEC Level 3 Extended Certificate in Health and Social Care	35
BTEC Level 3 Diploma in Health and Social Care	36
BTEC Level 3 Extended Certificate and Diploma in Sports	37
BTEC Level 3 Extended Certificate in IT	38
<b>BTEC Bridging Qualifications Level 2</b>	
Level 2 BTEC Qualification in Business	39
<b>GCSE English &amp; Maths Retakes</b>	40
<b>Enrichment Courses</b>	

## Post-16 Starting September 2017

All A-Levels starting in September 2017 are two year, linear A-Levels. These courses are studied over two years and examinations for the full A-Level will be taken at the end of year 13. It is expected that a student who has the entry requirements for an all A-Level pathway would study three A-Levels. In addition, we recommend that A-Level pathway students study the Extended Project Qualification (EPQ) which is the equivalent to half an A-Level. We recommend the EPQ because we are following the guidance from top universities:

- *'In terms of supporting transition to university – level study the college feels that the EPQ is an excellent tool for supporting independent research skills and allows students to study a particular area in greater depth.'* (Kings College, London)
- *Southampton University values the qualification so much that, "An applicant seeking to do a degree there may find they need slightly lower grades than the typical conditional offer if their EPQ achieves a grade A or A\*."*

From September 2017 all of our Level 3 BTECs will be the New Generation Qualifications. All students need to be aware that, whilst these vocational qualifications contain a substantial amount of non-examination units, they now contain some external assessment (examination). This is because the New Generation BTECs have been brought into line with assessment practices used for academic qualifications.

This September we will also be offering a Post-16 pathway at Level 2 which is designed to bridge the gap between the end of Key Stage 4 (year 11) and study at Level 3 or apprenticeship.

Entry requirements for each pathway are outlined overleaf. Please be aware that for the majority of courses (unless stated otherwise) Level 4 in English GCSE and / or Mathematics GCSE is the equivalent to a grade 'C' at GCSE.

Finally, there is a requirement that any student who has not achieved a Level 4 in either English or Mathematics must retake GCSE in the Sixth Form. Students who wish to increase their grade from a Level 4 to a 5, whilst not legally required to retake English or Mathematics GCSE, might wish to retake. We are able to offer this opportunity if desired.

## Pathways Post 16 at St Paul's Start September 2017

Pathway	Entry Requirements	Pathway Recommended Academic Content	Additional	Other Compulsory Qualifications
1	6+ A*-C including English & Mathematics at Level 4 or above (2 B/ Level 5 Grades minimum)	3 A-Levels (or 4 in exceptional circumstances) completed over 2 years plus the EPQ	Tutorial Gen RE Enrichment Academic mentoring	
2	5+ A*-C including either English or Mathematics at Level 4 or above	3 A-Levels completed over 2 years OR a BTEC and A-Level combination completed over 2 years	Tutorial Gen RE Enrichment Academic mentoring	GCSE English or GCSE Maths Retake
3	5A*-C not including English and Mathematics at Level 4 or above	BTEC and/or BTEC and A-Level combination completed over 2 years	Tutorial Gen RE Enrichment Academic mentoring	GCSE English and Maths Retakes
4	4 A*-C (or Level 4 for English and Mathematics)	3 BTEC Options only completed over 2 years	Tutorial Gen RE Enrichment Academic mentoring	GCSE English and Maths Retakes if required
5	GCSE at grades D-G (or Level 3 and below for English and Mathematics)	Post 16 L2 BTEC	Tutorial Gen RE Enrichment Academic mentoring	GCSE English and GCSE Maths Retakes

Please note that a BTEC Level 2 qualification will be counted as equivalent to GCSE grade C or above.

## The Extended Project

(Equivalent to half an A-Level)

### Extended Project Qualification (EPQ)

The EPQ allows students to embark on a largely self-directed and self-motivated project. Students can choose to work on any topic that is academically challenging and present their work in any appropriate format. Many choose to do a research based written report, such as an essay or scientific journal article, but others produce documentaries, theatre and film scripts, pieces of furniture and fashion and so forth. The students are only limited by their own imagination. The students are encouraged to recruit an expert to guide them in their chosen field and St Paul's has been lucky enough to be supported by local midwives, doctors and photographers as well as a Professor from Stanford University (a world famous virologist) and the radio 1 DJ Trevor Nelson.

St Paul's has built close links with the Open University which has helped our students to appreciate and produce work of a university standard. This appreciation of independent, academic rigour not only prepares students for university and the world of work but allows a majority of the students on the course to produce work of an A or A\* standard. Two students recently received offers to publish their work in scientific journals. Success in the EPQ is highly regarded by universities who, in our experience, give students reduced offers and it allows students to 'stand out from the crowd' during interviews for the top universities.

Alongside a taught academic skills component students are expected to manage their own work, come to their own evidence based conclusions and reflect both upon the quality of their work and the journey they have taken. This reflective approach allows students to truly appreciate all that they have learnt, and the skills they have developed, and allows them to approach their university studies in a more mature and confident manner.

Below is a sample of recent projects to give you a flavour of this diverse and rewarding course:

'Bored of the USA,' despite its origins in 1970s America the punk movement defined itself against political Britain. Why was this the case?'

'Could Britain have cracked Enigma without Alan Turing?'

'What effect would the application of biotechnology have on the future of computing systems?'

'How deserving is Twilight of its critical reception, in terms of the effectiveness of its narrative?'

'A dress inspired by haute couture and modern art'

'How can the social behaviours of ants be identified into their own sets of norms and values and how can this 'Culture' of ants be compared with human social behaviours?'

Please see the video on the following website to learn more:

<http://www.aqa.org.uk/programmes/aqa-baccalaureate/extended-project/the-aqa-epq>

# A-Level Art, Craft and Design (Linear)

Examination Board: Edexcel

## Why Study Art, Craft and Design?

Studying Art can open doors to a wide variety of careers such as: Photography, Graphic Design, Game Design, Animation, Illustration, Restoration, Art Historian, Interior Design, Fashion Design, Textile Design, Art Therapist and Teaching, to give just a few examples. It can lead to employment in a wide variety of industries including multimedia, design, publishing, advertising, museums and galleries. This exciting course supports progression to further and higher education in Art and Design and other creative and analytical subjects, builds skills of observation, creative problem solving, evaluation and analysis, as well as providing all students with a rich platform to inspire a lifelong interest in and enjoyment of Art and Design.

### Course Content and Assessment

The A-Level course is a two year course. The first year will consist of a foundation year where students will be introduced to a variety of experiences that explore a range of skills and materials, producing a portfolio of work with contextual links. Students will also have the opportunity to be involved in trips where they can experience art work and artefacts first hand. This could act as a base for their coursework component in the second year, where students can choose the theme they wish to focus on for their A-Level. The course consists of two components: a coursework component and an externally set assignment, each covering four assessment objectives (AO1-4) as outlined below. The coursework element is equal to 60% of the overall grade with the exam making up the remaining 40%.

**Component 1:** Students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical work should make connections with artists, designers, photographers or craftspeople and this must be supported by written work of between 1000 and 3000 words

**Component 2:** Students respond to a title set by Edexcel and produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

**AO1:** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

**AO2:** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

**AO3:** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

**AO4:** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

### Further Information

For more information on the course log on to: <http://www.edexcel.co.uk> or come to the Art Department to discuss course requirements and expectations.

### Entry Requirements

5 A\*-C grades at GCSE or 4-9 in English and Maths. These should include Art and English. A student who has not gained a GCSE in Art and/or English may be considered after the submission of a portfolio of work and/or an essay.

# A-Level Biology

Examination Board: OCR  
Specification: Biology A

## Why Study Biology?

Studying A-Level Biology develops and demonstrates a deep appreciation of the skills, knowledge and understanding of scientific methods. You will develop a competence and confidence in practical, mathematical and problem solving skills. You will have an appreciation for how society makes decisions about scientific issues and how Science as a whole contributes to the success of the economy and society.

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

The course is very diverse and covers the most popular aspects of Biology. The specification is divided into 6 modules:

- Module 1 – Development of practical skills in Biology
- Module 2 – Foundations in Biology
- Module 3 – Exchange and transport
- Module 4 – Biodiversity, evolution and disease
- Module 5 – Communication, homeostasis and energy
- Module 6 – Genetics, evolution and ecosystems

The modules will be assessed through three written examinations, one of which is a synoptic paper and through practical work referred to as 'practical endorsements'.

### Progression

By studying A-Level Biology firstly you 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 employment, the subject can be

used in a wide variety of job sectors including Medicine, Physiotherapy, Teaching, Research, Genetics, Forensics, Microbiology, Conservation, Zoology and Botany. The course also develops transferrable skills that can support other degree courses such as Law.

It is a flexible 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/as-A-level-gce-biology-a-h020-h420-from-2015/> for details of the specification and exemplar material.

### Entry Requirements

To study any science at A-Level a student must achieve 5 A\*-C (4-9 English and Maths). Students with C grades in Science will be allowed to study the sciences if they have achieved the minimum of a grade C on the externally assessed exams.

# A-Level Business Studies

Examination Board: AQA

## Why Study Business Studies?

Business is front-page news. The way companies operate is under greater scrutiny than ever before, while TV programmes like The Apprentice and Dragon's Den have raised the profile of Business to a new generation. This course enables students to engage with, explore and understand business behaviour and develop a critical understanding of what Business is and does. It offers students an insight into the world in which they will eventually be working in.

### Potential students will have

- 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

#### The A-level Business course includes the following topics:

- What is Business?
- Managers, leadership and decision making.
- Decision making to improve marketing performance.
- Decision making to improve operational performance.
- Decision making to improve financial performance.
- Decision making to improve human resource performance.
- Analysing the strategic position of a business.
- Choosing strategic direction.
- Strategic methods: how to pursue strategies.
- Managing strategic change.

#### A-Level Business is assessed by three two hour written exams at the end of the course:

- Paper 1: Multiple-choice questions, short answer and two essays.
- Paper 2: Three compulsory data response questions.
- Paper 3: One compulsory case study consisting of six questions.

### Progression

The course is designed to lead students towards employment or higher education. Employment opportunities include: Marketing, Event Management, Ecommerce, Finance and Recruitment and degree opportunities include: Business, Marketing, Retail Management, Public Relations and Finance.

### Further 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 (4-9 English and Maths) or their equivalent. It is not essential that students have previously studied a Business related course at GCSE level. However, it is important that students have strong numerical abilities as A-Level Business assesses quantitative skills, making up a minimum of 10% of the overall marks. The skills tested include ratios, averages, fractions, percentages and calculation of profit and loss.

# A-Level Chemistry

Examination Board: OCR  
Specification: Chemistry A

## Why Study Chemistry?

A-Level Chemistry can open doors for students wanting to pursue a career in Medicine, Engineering and Biochemistry, amongst others. Chemists are interested in explaining the world around them through the interactions we cannot always see. Chemistry develops problem solving and analytical skills so it is an excellent partner subject to Physics, Biology and/or Mathematics.

### Course Content and Assessment

**Module 1:** Development of practical skills in Chemistry. Students develop their practical skills throughout the whole course. Students' practical skills will be assessed through the Practical Endorsement in which 12 key experiments are carried out over the course.

**Module 2:** Foundations in Chemistry. An important bridge into A-Level Chemistry from the study of Chemistry within Science courses at GCSE level which provides learners with a knowledge and understanding of the important chemical ideas that underpin the study of A-Level Chemistry.

**Module 3:** Periodic table and energy. Focus is on inorganic and physical Chemistry, the applications of energy use to everyday life and industrial processes and current environmental concerns associated with sustainability.

**Module 4:** Core organic Chemistry. Introduces organic Chemistry and its important applications to everyday life, including current environmental concerns associated with sustainability.

**Module 5:** Physical Chemistry and transition elements. This module extends the study of energy, reaction rates and equilibria, and the periodic table.

**Module 6:** Organic Chemistry and analysis. This module introduces several new functional groups and emphasises the importance of organic synthesis. This module also adds NMR spectroscopy to the instrumentation techniques used in organic and forensic analysis.

Students will sit three examinations at the end of the second year of study. The first examination covers units 1, 2, 3 and 5. The second examination covers units 1, 2, 4 and 6 whilst the final examination covers all units.

### Entry Requirements

5 A\*-C GCSE grades (4-9 English and Maths), and at least a C grade in Chemistry. Students must have achieved at least a C grade in all of their external assessments (examinations).

# A-Level Computer Science

Examination Board: OCR

## Why Study Computer Science?

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement; it can look at the natural world through a digital prism. The A-Level Computer Science qualification will value computational thinking helping students to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

This qualification will be the best preparation for students who want to go on to study Computer Science at a higher level and will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

### The A-Level has three units:

#### Unit 1 - Computer Systems worth 40% of the final A-Level. It is an examined unit that covers the following topics:

- Software and its development
- Types of programming languages
- Data types, representation and structures
- Exchanging data and web technologies
- Following algorithms
- Using Boolean algebra
- Legal, moral and ethical issues.

#### Unit 2 - Algorithms and Programming worth 40% of the final A-Level. An examined unit with two sections:

**Section A** - Traditional questions concerning computational thinking:

- Elements of computational thinking
- Programming and problem solving
- Pattern recognition, abstraction and decomposition
- Algorithm design and efficiency
- Standard algorithms.

#### Section B - Scenario based questions:

There'll be a scenario/task contained in the paper which could be an algorithm or a text page-based task and which will involve problem solving.

#### Unit 3 - Programming Project worth 20% of the final A-Level.

Centres select their own user-driven problem of an appropriate size and complexity to solve. This will enable students to demonstrate the skills and knowledge necessary to meet the Assessment Objectives. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation.

#### Entry Requirements

5 A\*-C grades at GCSE. At least a Level 5 in Mathematics is desirable. However, students without a Level 5 in Mathematics can be considered for the course after consultation with the Head of Computer Science.

# A-Level Design and Technology and Engineering

Examination Board: to be confirmed once new specifications have been accredited by OfQUAL.

## Design and Technology Routes

All Design and Technology routes share common fundamentals: identifying requirements, learning from existing products and practice, implications of wider issues, design thinking and communication, material considerations, technical understanding, manufacturing processes and techniques, viability of design solutions and health and safety.

There are routes available that allow pupils to focus more on an area of interest. Product Design focuses on consumer products and applications; their analysis in respect of materials, components, and marketability to understand their selection and uses in industrial and commercial practices of product development. Fashion and Textiles focuses on fashion and textiles products and accessories in a range of applications; their analysis in respect of materials, process, trends and use in relation to industrial and commercial practices of fashion and textiles. Design Engineering focuses on engineered and electronic products and systems; the analysis of these in respect of function, operation, components and materials, in order to understand their application and uses in engineered products/systems that have commercial viability.

### Why Study Design and Technology/Engineering?

- You enjoy designing and making.
- You want to progress onto a design related career.
- You want to develop critical thinking and problem solving abilities.
- You want to develop intellectual curiosity.
- You want to better understand the impact on daily life and the wider world of design decisions.
- You want to be creative in your approach to work.
- You want to and develop your sketching ability and use of digital technologies.

### Course Content and Assessment

Pupils will be assessed through a Non Exam Assessment (NEA- coursework) project during the second year of the course. This will be worth 50% of the final grade awarded. Pupils will create their own design briefs and go through the design process culminating in a working prototype. There will also be two separate exam assessments which combined account for the remaining 50% of the final grade.

### Entry Requirements

5 A\*-C grades at GCSE (4-9 English and Maths) or their equivalent (including Design and Technology C or above or OCR National Engineering Level 2 pass or above).

# A-Level Drama and Theatre

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. The specification includes a variety of units that allow for practical performance and written responses. As far as practical work is concerned, there are opportunities to devise specific performances with a particular stimulus, target audience and practitioner's style incorporated. There is also the chance to interpret texts: sometimes in a group and sometimes on your own. These practical elements are supported by written documentation and are assessed internally and externally depending on the unit. The written exam develops your ability to analyse and evaluate live productions and also to write as a director of a number of plays. 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 collaboration, communication, analytical and performance skills.

### Course Content and Assessment

#### Component 1: Devising Coursework 40% of the qualification

- Devise an original performance piece.
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- Centre choice of text and practitioner.

#### Component 2: Text in Performance Coursework 20% of the qualification

- A group performance/design realisation of one key extract from a performance text.
- A monologue or duologue performance/design realisation from one key extract from a different performance text.
- Centre choice of performance texts.

#### Component 3: Theatre Makers in Practice Written examination: 2 hours 30 minutes 40% of the qualification

- Live theatre evaluation – choice of performance.
- Practical exploration and study of a complete text – focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be re-imagined for a contemporary audience.
- Centre choice of performance texts from two lists.
- Choice of eight practitioners.

### 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?

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 (4-9 English and Maths) or their 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.

# A-Level Economics

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 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.

#### Paper 1: Markets and Market Failure (Data response and essay assessment)

#### Paper 2: National and International economy (Data response and essay assessment)

#### Paper 3: Economic principles and issues (Case Study and multiple choice assessment)

### The New Economics Syllabus Has Made The Subject Even Better

The new Economics A-Level gives even greater opportunity to study topics rarely out of the news. Austerity, bankers' bonuses and fears about the Euro zone are just three. There are also new sections including that on Commercial and Investment Banks. Additionally, there is more quantitative analysis encouraging improved analysis of economic issues.

### What Can Economics Be Used For In The Future?

A-Level Economics develops many key skills. It can be used in Human Resource Management, Accountancy, Finance etc. 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.economicsonline.co.uk](http://www.economicsonline.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 (4-9 Maths and English) or their equivalent can choose Economics, but must include Level 4 in English and Mathematics.

# A-Level English Language & Literature

Examination Board: AQA

## Why Study English Language and Literature?

The study of both Language and Literature allows you to develop sharp analytical skills as you consider the way writers use language choices in both in literary and non-literary texts. Words create worlds, both in literature and elsewhere and this A-Level differs from those focused primarily on Literature by extending to explore differences and similarities between literary texts, transcripts and writing for new technologies; it differs from those primarily focused on Language by bringing the study of Literature into sharper view. Students will develop their subject expertise by engaging creatively, critically and independently with a wide range of texts. Students will also develop skills as producers and interpreters of Language by writing texts themselves and critically reflecting on their own processes of production.

A key part of our study will be the study of 'Telling Stories': Why do people tell stories? What ingredients do stories need to have? What makes a good story? How are stories told in different styles? Is there a special kind of story called 'Literature'? We will study AQA's anthology with a range of writing based on the city of Paris alongside Atwood's novel, 'The Handmaid's Tale' and poetry by John Donne. The unit will be assessed in a three hour exam at the end of the two year course which will be part closed book and open book for the novel and poetry.

We will also study a unit called 'Exploring Conflict' and as part of this study will be reading Fitzgerald's 'The Great Gatsby' and Arthur Miller's 'All My Sons'. This unit will also offer opportunities to write re-creatively and develop as independent writers. This will be assessed in a two and a half hour open exam at the end of the course.

**Students will also have the opportunity to develop their own independent study worth 20% of the A-Level qualification.**

We study 'Hamlet' by William Shakespeare as our core text for this assessment. Students are then required to undertake an investigation into language used in 'Hamlet' in comparison with non-literary text. The free choice facilitated in this assessment is very exciting because it allows students to pursue their own areas of interest. Students' work will be assessed by the production of an investigation of 2,500-3,000 words in length.

### Entry Requirements

5 A\*-C at GCSE or their equivalent. These must include English and English Literature at Level 4 (preferred Level 5). Only students who enjoy reading should apply for this course.

# A-Level English Literature

Examination Board: AQA

## Why Study English Literature at A-Level?

Studying English Literature at A-Level offers you the opportunity to develop your analytical skills, your writing skills and your love and knowledge of great literature. It is a traditional A-Level, highly valued by universities and employers. It offers access to a wide range of careers because you will be practising the art of articulate and fluent communication. We will read, study and analyse works of literature that will entertain, provoke, disturb, comfort and enrich your understanding of genre, writing techniques, social and political History and Psychology.

Students will defend and attack, question and reflect, applaud and deride. They will talk and talk and talk. They will be moved to silence and they will reflect and write.

Genre study is at the heart of the chosen AQA English Literature B A-Level course and the two broad genres that we will study are Tragedy and Crime Writing. Working with genre involves looking at ways in which authors shape meanings within their texts. It also involves thinking about a wide range of relevant contexts, some of them to do with the production of the text at the time of its writing, some (where possible) to do with how the text has been received over time and, most of all in this specification, contexts to do with how the text can be interpreted by readers now. The assessment of this unit will be a two and a half hour closed book exam at the end of the two year course.

In the first year of the course, we will study the genre of tragedy through our reading of Shakespeare's 'Othello', Thomas Hardy's novel 'Tess of the D'Urberville's' and the Arthur Miller play, 'Death of a Salesman'. Through our study of crime texts, including Robert Browning,

Agatha Christie, and Ian McEwan, we will consider the way crime drives plot and criminals create narratives. We will be reading an account of a life lost to crime, we will consider the nature of the crimes and the criminals and the criminals' motives and actions – a fascinating study. The assessment will be an open book three hour exam at the end of the two year course.

**Students also have the opportunity to write a coursework portfolio which will contribute to 20% of the A-Level qualification.**

They will produce two essays of 1250-1500 words. With guidance and support, the students will be able to choose their own independent focus and will work on this study from the end of Year 12 into the start of Year 13.

### Entry Requirements

5 A\*-C at GCSE or their equivalent. These must include English and English Literature at Level 4 (preferred Level 5). Only students who enjoy reading should apply for this course.



# A-Level Geography

Examination Board: Eduqas

## Why Study Geography?

The Geography course is designed to enable students to be inspired by their geographical understanding, to apply geographical knowledge, theory and skills to engage critically with contemporary real world issues surrounding people, places and environments in the 21st century.

### Residential Fieldwork Trip

You will undertake a range of physical and human Geography fieldwork techniques that will enable you to apply and evaluate theory in the real world. The skills and techniques developed through this will provide some of the data and the ideas for your own individual investigation in Unit 4.

### Course Content and Assessment

#### Component 1: Changing Landscapes and Changing Places

20.5% of the qualification. 1 hour 45 minute written examination. Each topic is examined through two structured data response questions and one extended response question.

Section A: Coastal Landscapes  
Section B: Changing Places

#### Component 2: Global Systems and Global Governance

##### 27.5% of the qualification. 2 hour written examination

Section A and B are each examined through two structured data response questions and one extended response question. Section C is examined through one extended response question using resource material from Components 1 and 2, there is a choice of two questions in this section.

**Section A:** Global Systems – investigating water and carbon cycles

**Section B:** Global Governance – investigating the processes and patterns of global migration and global governance of the Earth's oceans

**Section C:** 21st Century Challenges – drawing on both Components 1 and 2

#### Component 3: Changing Landscapes and Changing Places

32% of the qualification. 2 hour 15 minute written examination.

Section A is examined through one extended response question. Section B is examined through two essay questions chosen from the 4 optional themes.

**Section A:** Tectonic Hazards

**Section B:** Contemporary Themes in Geography. You will study two of the following four themes.

- Ecosystems
- Economic growth and Challenge: India or China or Development in an African context
- Energy Challenges and Dilemmas
- Weather and Climate

### Component 4: Independent Investigation

20% of the qualification. 3,000 to 4,000 word piece of coursework.

This component builds on the applied fieldwork you will have carried out. You will identify a question or issue to investigate through both primary and secondary data collection techniques. You will contextualise, present and analyse your findings and data before drawing conclusions and evaluating your investigation.

### 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 at:

<http://www.rgs.org/OurWork/Study+Geography/Study/Why+study+geography.htm>

### Entry Requirements

5 A\*-C grades at GCSE (4-9 English and Maths) or their equivalent. Ideally, these should include either Geography or History.

# A-Level History

Examination Board: AQA

## 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

#### The Structure of the Linear A-Level Course for AQA

A-Level - Three topics will be covered:

**Component 1:** Breadth Study – The Tudors: England 1485-1603

**Component 2:** Depth study – Democracy and Nazism in Germany 1918-1945

**Component 3:** Historical Investigation: 3000-4000 word coursework essay

#### The Assessment of the Linear A-Level Course

The A-Level course will be assessed through two examinations both with historical interpretation questions and structured essay questions. Both examined components (1 and 2) will each last for 2 hour 30 minutes and individually count for 40% of the A-Level. In addition, it will also be assessed by the Historical Investigation which will consist of 3000 to 4000 words and counts for 20% of the A-Level.

Through studying the chosen 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.

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

### 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 (4-9 English and Maths) or their equivalent. These should include at least a Level 4 in English with either History or Geography.

# A-level Mathematics

Examination Board: To be confirmed

## Why Study Mathematics?

Mathematics is a fascinating and exciting area of study, and many students will benefit from studying the subject for its own sake. It also provides an invaluable support to many other areas of study, particularly the sciences. We teach Mathematics with an emphasis on thinking skills and applicability, and much of our teaching will continue to be context-based.

## Course Content and Assessment

The complete content of A-Level Mathematics is common to all examinations boards, and will comprise:




- Proof
- Algebra and functions
- Coordinate geometry
- Sequences and series
- Trigonometry
- Exponentials and logarithms
- Differentiation
- Integration
- Numerical methods
- Vectors
- Statistical sampling
- Data presentation and interpretation
- Probability
- Statistical distributions
- Statistical hypothesis testing
- Quantities and units in mechanics
- Kinematics
- Forces and Newton's laws
- Moments

The specifications will only differ in their assessment arrangements, which will consist completely of examinations at the end of the course. Ofqual is yet to ratify any specifications for this subject, and we will not make a decision on which examination board to enter until this is done.

## Progression

Mathematics is a key subject for many next steps after A-Level, whether it be a university course, apprenticeship or employment. Many Science and Engineering courses at university require Mathematics. Russell Group universities have, in their guide Informed Choices, identified Mathematics as a subject which is required for university courses more often than others.

## Further Information

Who employs Mathematicians:	Maths in the workplace:	Where will A Level Maths take you?
		
List of companies that employ Maths graduates	See some unexpected professions using Maths	University courses

Further details are available from the Head of Mathematics, Natasha Clark ([natasha.clark@st-pauls.org.uk](mailto:natasha.clark@st-pauls.org.uk))

## Entry Requirements

5 A\*-C GCSE (5-9 English and Maths). Students must have achieved at least a grade 6 in the higher tier of GCSE Mathematics. Students should also appreciate the large quantity of Algebra covered within the course and, as such, need to be proficient at the basic algebraic skills covered within the GCSE course.

# A-Level Further Mathematics

Examination Board: To be confirmed

## Why Study Further Mathematics?

Further Mathematics is an additional A-Level in Mathematics and is studied in conjunction with A-Level Mathematics. Further Mathematics is highly recommended for students who wish to continue their study of Mathematics at degree level or who intend to take a degree such as Engineering with a high mathematical content and, as such, should only be considered by those with a real passion for Mathematics.

## Course Content and Assessment

Half of the content of A-Level Further Mathematics is common to all examinations boards, and will comprise:

- Proof
- Complex numbers
- Matrices
- Further algebra and functions
- Further calculus
- Further vectors
- Polar coordinates
- Hyperbolic functions
- Differential equations

The remainder of the content will consist of optional topics, dependent on the examination board's specification. Ofqual is yet to ratify any specifications for this subject, and we will not make a decision on which examination board to enter until this is done. It is likely that the optional content will include some or all of:



- Further study of Pure Mathematics
- Further study of Statistics
- Further study of Mechanics
- Discrete Mathematics

Assessment will consist completely of examinations at the end of the course.

## Progression

Studying Further Mathematics is excellent preparation for university, especially if you wish to study any Mathematics-related subject such as Engineering, Science, Computing or Technology, as well as Mathematics itself. Many universities now encourage students to take Further Mathematics qualifications to improve their mathematical preparation for degree courses. Some leading universities now specify Further Mathematics as an entry requirement for certain courses. Russell Group universities have, in their guide Informed Choices, identified Further Mathematics as a subject which is required for university courses more often than others.

## Further Information

Why study further Maths?	Further Maths facilitates:
	
	University courses that describe FM as essential or useful.

Further details are available from the Head of Mathematics, Natasha Clark ([natasha.clark@st-pauls.org.uk](mailto:natasha.clark@st-pauls.org.uk))

## Entry Requirements

5 A\*-C GCSE (5-9 English and Maths). It is recommended that students must have achieved at least a grade 6 in the higher tier of GCSE Mathematics and be studying A-Level Mathematics. Students should also appreciate the large quantity of Algebra covered within the course and, as such, need to be proficient at all the algebraic skills covered within the GCSE course.

# A-Level Media and Film Studies

Examination Board: TBC

## Why Study Film/Media Studies?

The course is designed to deepen students' understanding, appreciation and enjoyment of film, to expand their knowledge of the Media and the Institutions therein and the Media's impact on the world around them. The specification builds on the cine-literacy learners have developed informally since childhood.

They will study Film and Media products deriving from a variety of production contexts and experienced in a variety of viewing situations. They will also engage with a wide range of different kinds of films, developing skills of observation, critical analysis and personal reflection, as well as developing their creativity and practical skills, either in audio-visual or written form.

A variety of forms of assessment are used, with the intention of producing imaginative, active learners. In particular, the specification explores the relationship between the film/media product and the individual by exploring how films/media products create meanings and produce both intellectual and emotional responses. Additionally, the pupils will analyse a variety of print and digital media products.

Film and Media Studies is a subject that by its nature requires candidates to consider individual, moral, ethical, social, cultural and contemporary issues. The specification provides a framework for exploration of such issues and includes specific content through which individual courses may address these issues.

This course is well suited to pupils with an interest in Film, Literature, History, Sociology and Psychology. The course encourages cross curricular learning as students will be able to apply their existing knowledge of these topics along with their understanding of pop culture and current events.

### Further Information

For more information on the course come to the English Department to discuss course requirements and expectations.

### Entry Requirements

5 A\*-C at GCSE (4-9 English and Maths) or their equivalent. These must include a Level 4 in English and English Literature. Only students who enjoy watching and analysing films should take this course.

# A-Level Modern Foreign Languages – French, German, Spanish

Examination Board: AQA

## Why Study a Modern Foreign Language?

**“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” - Nelson Mandela**

Learning a language allows you to access many different cultures across the world and connect with people from those cultures, giving you the chance to see fascinating new things from a new perspective. Studying a Modern Foreign Language at A-Level demands a high level of commitment which is in turn rewarded by an increasing level of competence in your listening, reading, speaking & writing skills.

### Course Content and Assessment

The new AQA A-Level Language courses offer you the opportunity to increase your knowledge of French, German or Spanish cultures as you study contemporary society and issues, artistic culture and aspects of political life alongside an intensive grammar course to improve your language skills. You will study a film and a literary text in the language, as well as having the opportunity to undertake independent research about an area of particular interest to you in preparation for the speaking exam.

### Assessment

**Paper 1:** Listening, Reading & Translation (50%)

**Paper 2:** Writing – 1 essay about a film & 1 essay about a literary text (20%)

**Paper 3:** Speaking – discussion of themes studied & an independent research project (30%)

### 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 (4-9 English and Maths) or their equivalent. It is expected that the language[s] studied at GCSE will be the language[s] continued post-16. A\*-C grades must have been achieved at GCSE. Special consideration is given to native speakers.

# A-Level Italian

Examination Board: Edexcel

## Why Study Italian?

Apart from helping you acquire a useful skill and an understanding of another culture, study of a foreign language can be a transformative experience, changing the way you think not only about your own culture, but also about yourself. Studying a Modern Foreign Language at A-Level demands a high level of commitment which is in turn rewarded by an increasing level of competence in your listening, reading, speaking & writing skills.

But why study Italian? Italy has one of the richest cultural heritages of Western Civilisation and over the last 800 years has been a world leader in Literature, Architecture, Painting, Sculpture and Music. The first University in Europe was founded in Bologna in 1088. Italy has also long been a magnet for the tourism industry, with millions of people visiting each year.

### Course Content and Assessment

The new Edexcel A-Level Italian course offers you the opportunity to increase your knowledge of the Italian culture, as you study contemporary society and issues, artistic culture and aspects of political life alongside an intensive grammar course to improve your language skills. You will also study a film and a literary text in the language, as well as undertaking independent research about an area of particular interest to you in preparation for the speaking exam.

We are awaiting accreditation from Ofqual of the new A-Level Italian specification. However, Edexcel are currently proposing the exam format detailed below. All papers will be taken at the end of Year 13.

**Paper 1:** Listening, Reading & Translation (40%)

**Paper 2:** Writing – 1 essay about a literary text and 1 essay about a film (30%)

**Paper 3:** Speaking – discussion of themes studied & an independent research project (30%)

### Future Uses

The 'obvious' jobs which use languages are Interpreter, Translator and Teacher. What else though? Knowing Italian is greatly beneficial in several career fields. Italy is a world leader in the Culinary Arts, Music, Opera, Interior Design, Fashion, Graphic Design, Furniture Design, Machine Tool Manufacturing, Robotics, Electromechanical Machinery, Shipbuilding, Space Engineering, Construction Machinery, and Transportation Equipment.

### Entry Requirements

5 A\*-C grades at GCSE (4-9 English and Maths) or their equivalent. It is expected that Italian will have been studied at GCSE, although special consideration is given to native speakers. A\*-C grades must have been achieved at GCSE.

# A-Level Music

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.

### Course Content and Assessment

#### Unit 1: Performing Music – 30%

This unit gives you the opportunity to perform in any style (including improvisation, if you wish) as a soloist or as part of an ensemble. It is assessed by one, continuous recital recorded in March / April, which totals a minimum of six minutes in length. The required standard is grade 5 or above on an instrument or voice. New for 2016 is the option to beatbox, rap or use music technology as long as you can perform one of the tracks.

#### Unit 2: Composing – 30%

#### Unit 1: Performing Music – 30%

This unit gives you the opportunity to perform in any style as a soloist or as part of an ensemble. It is assessed by one, continuous recital recorded in March or April of your Year 13, which totals a minimum of eight minutes in length. The required standard is grade 6 or above.

#### Unit 2: Composing – 30%

- In this unit you will create two compositions.
- Composition 1 will be in response to a given brief set by Edexcel that is to be a minimum of two minutes in length.
- Composition 2 is a free composition related to the areas of study outlined in unit 3. This composition is to be a minimum of four minutes in length.
- The total combined length for both compositions must be a minimum of six minutes in length.
- You would also have to produce a composing log to send to the examiner.

#### Unit 3: Developing Musical Understanding – 40%

This unit focuses on listening to and responding to familiar music (set works) by closely studying the scores. There are six areas of study: vocal music, instrumental music, music for film, popular music and jazz, fusions, new directions. For each area of study there are three set works chosen by Edexcel. You are also required to compare a familiar piece (set work) with an unfamiliar piece of music within the same style. In the exam there is some dictation, some aural questions, and some essay writing.

**The exam is two hours.**

### Future Uses

Music is a recognised academic A-Level which 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

5 A\*-C grades at GCSE (4-9 English and Maths) or their equivalent (this could be grade 5 theory or grade 8 in an instrument).

# A-Level Photography

Examination Board: AQA

## Why Study Photography?

Photography is increasingly popular as an A-Level choice. It provides the perfect opportunity to learn to produce work at a professional standard, at the same time encouraging the exploration of Photography as an artistic medium. Students will explore relevant images, artefacts and resources relating to Photography from the past and recent times. Students will develop visual language skills, such as the photographic formal elements, ability to respond to an issue, appreciation of composition, appropriate use of the camera, presentation and layout, digital media skills, and the techniques related to printing, manipulating and editing photographic images. Responses will be through practical and critical activities using digital techniques and processes.

### Course Content and Assessment

The A-Level course is a two year course. The first year will consist of a foundation year where students will be introduced to a variety of experiences that explore a range of skills and areas of Photography, such as Portraiture, Still Life, Photojournalism, Fashion, Documentary, Experimental Imagery, Multimedia, Photographic Installation and Moving Image. Students will also have the opportunity to be involved in trips where they can experience art work and artefacts first hand. This may act as a base for their coursework component in the second year, where students can choose the theme they wish to focus on for their A-Level. The course consists of two components: a coursework component and an externally set assignment, each covering four assessment objectives (AO1-4) as outlined below. The coursework element is equal to 60% of the overall grade with the exam making up the remaining 40%.

**Component 1:** Students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical work should make connections with Artists, Designers, Photographers or Craftspeople and this must be supported by written work of between 1000 and 3000 words.

**Component 2:** Students respond to a choice of eight questions, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

**AO1:** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

**AO2:** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

**AO3:** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

**AO4:** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

### Future Uses

Studying Photography provides you with both technical and transferable skills that could lead to a range of careers in industries such as: Photography, Film, Journalism, Advertising, Animation, Geological Surveillance, Architecture, Graphic Design, Game Design, Digital Printing, and Illustration to name a few. This exciting course supports progression to further and higher education in Art and Design and other creative and analytical subjects, builds skills of observation, creative problem solving, evaluation and analysis, as well as providing all students with a rich platform to inspire a lifelong interest in and enjoyment of Photography.

### Further Information

For more information on the course log on to: <http://www.aqa.org.uk> or come to the Art Department to discuss course requirements and expectations.

### Entry Requirements

5 A\*-C grades at GCSE (4-9 English and Maths) or their equivalent; these should include Art and English. A student who has not gained a GCSE in Art and/or English may be considered after the submission of a portfolio of work and/or an essay.

# A-Level Physics

Examination Board: OCR

Course Title: Physics A

## 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. 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: Medical Physics, Computing, Electronics, Chemistry, Physics and Engineering.
- Physics is recognised by many employers as a subject that 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:

All Physics students will have the opportunity to undertake a field trip to the CERN, Geneva, Switzerland.

### A-Level Physics is divided into six teaching modules

The Development of Practical Skills in Physics module and the Foundations of Physics module underpin the whole Physics course. These skill-based modules are taught alongside content based modules in Forces and Motion, Electrons, Waves and Photons, Newtonian World and Particles and Medical Physics.

Assessment is by means of three examinations which are taken at the end of the two year course and a practical endorsement which is assessed in the classroom over the two year period. The Forces and Motion module is assessed with the Electrons Waves and Photons module in the Modelling Physics examination; Newtonian World is assessed with Particles and Medical Physics in the Exploring Physics examination and the third examination, Unified Physics, assesses content from all teaching modules.

### 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.

### 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 (4-9 English and Maths) [may include BTEC L2 Engineering]. However, to study Physics, students will need at least one B grade GCSE in Science and another Level 5 or 6 in Mathematics.

# A-Level Physical Education

Examination Board: AQA

## Why Study Physical Education?

Students will have the chance to analyse critically and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject. This course will prepare students for further study of PE or Sports Science courses as well as other related subject areas such as Psychology, Sociology and Biology. Students will also develop the transferrable skills that are in demand by further education, Higher Education and employers.

This course will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

Students MUST be actively participating in a sports club outside of school to access the course.

### Course Content and Assessment

The AQA specification in Physical Education covers:

- Applied anatomy and physiology;
- Skill acquisition;
- Sport and society;
- Exercise physiology;
- Biomechanical movement;
- Sport psychology;
- The role of technology in physical activity and sport;
- Practical performance in sport;
- Evaluation and analysis of performance for improvement (EAPI);

### A-Level Assessment

- Paper 1: 2 hour examination on 'Factors affecting participation in physical activity and sport.' (35%).
- Paper 2: 2 hour examination on 'Factors affecting optimal performance in physical activity and sport.' (35%).
- Non examined assessment (NEA): Performance in physical education, including EAPI (30%).

### 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 (4-9 English and Maths) or their equivalent. A GCSE PE grade C is required in the written component of the examination. Students who have not studied PE GCSE can be considered for the course in consultation with the Head of Department.

# A-Level Politics

Examination Board: AQA (this specification has yet to be accredited)

## Why Study Politics?

***"One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors"*** Plato

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 new A-Level course looks at the politics of The United Kingdom and the United States of America. We will investigate the politics of both countries at a regional, national and international level. In addition, we will examine and evaluate the main political ideologies that underpin global political thought and policies.

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 politics.

### Course Content and Assessment

#### 1: Government and Politics of the UK

- The nature and sources of the British constitution and the role of the judiciary
- The structure and role of Parliament alongside the role of Prime Minister and their Cabinet
- Democracy, participation, elections and referendums
- Political parties and Pressure groups
- The impact of Devolution and the European Union on UK politics

#### 2: Government and Politics of the USA

- The constitutional framework of the US Constitution and the role of the Judicial branch
- The structure and role of Congress alongside the role of President
- The electoral process and direct democracy
- Political parties and Pressure groups
- Civil Rights in the US politics

### 3: Political Ideas

- Core ideologies of Liberalism, Conservatism and Socialism
- Other ideologies of Feminism and Multiculturalism

Examinations for all three units are 2 hours long and are a mixture of medium length 'explain' and essay style. There is no coursework for this A-Level.

### The Benefits to Your Future

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 (4-9 English and Maths), preferably including History Grade C and English Language Level 4.

# A-Level Psychology

Examination Board: AQA Specification

## 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 ways in which these questions 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

#### Paper 1: Introductory Topics in Psychology

- Social Influence
- Memory
- Attachment
- Psychopathology

#### Paper 2: Psychology in Context

- Approaches in Psychology
- Biopsychology
- Research Methods

#### Paper 3: Issues and Options in Psychology

- Issues and Debates in Psychology
- Relationships, Gender, Cognition or Development
- Schizophrenia, Eating Behaviour or Stress
- Aggression, Forensic Psychology or Addiction

### 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. A number of our students go on and study Psychology at university but there are also a wide range of courses chosen for which Psychology has been particularly beneficial: Law, Forensic Psychology, Social Policy, Teacher Training, Politics, Social and Community Studies, Geography and Criminology. All university courses will appreciate the skills that studying Psychology develop in a student.

Find out more by coming along to S block to look through the range of books that we have, via email to [paul.knight@st-pauls.org.uk](mailto:paul.knight@st-pauls.org.uk) or via the internet: [www.bps.org.uk](http://www.bps.org.uk) and [www.spring.org.uk](http://www.spring.org.uk)

### Entry Requirements

5 GCSEs grade A\* - C (4-9 English and Maths) or their equivalent.  
It is strongly recommended that students have a Level 5 or above in English Language and a Level 5 or above in Mathematics.

# A-Level: R.S. Philosophy, Theology and Ethics

Examination Board: Edexcel

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

St. Paul's is the only school in this area to offer a rigorous academic theological study of the New Testament. 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

### Course Content and Assessment

#### New Testament

Comprising of social, historical and religious context of the New Testament; the person of Jesus in the Gospels; the purpose and authorship of the New Testament; Ways of interpreting Scripture; Conflict, Death and the Resurrection of Jesus; Challenges posed by the New Testament.

#### Ethics

Comprising of Environmental Issues; Equality; Utilitarianism; Situation Ethics; Natural Moral Law; War and Peace; Sexual Ethics; Ethical Language; Religion and Morality; Deontology; Virtue Ethics; Medical Ethics with a focus on the beginning and end of life issues.

#### Philosophy

Comprising of: Arguments for the existence of God; Religious Experience; The problem of evil and theodicies; Philosophical language; Psychological and Sociological critiques of religion; Life after Death

### Future Uses

Advanced level Religious Studies opens up a diverse range of career options. Religious Studies 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. A-Level Religious Studies helps develop logical enquiring minds that will enhance the study of every subject at university and in future life.

Career options often pursued as a result of studying Religious Studies: Teaching, Medicine, Law and the Police Force. Find out more at:

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

### Entry Requirements

5 A\* - C grades at GCSE (4-9 English and Maths) or their equivalent. You must have achieved a C grade at GCSE RE.

# A-Level Sociology

Examination Board: AQA

## Why Study Sociology?

Sociology is the study of society, its people and their behaviour. Much of what you study relates to your everyday life and you are provided to unpick a range of issues using sociological theories. The study of sociology does not just focus on the United Kingdom but tackles global issues such as migration, the environment and also globalisation. You will be encouraged to conduct your own research to seek answers to the many questions posed in today's society.

### Course Content and Assessment

#### Paper 1: Education with Theory and Methods

- The study of the role and functions of the education system. Students will discuss the differences in educational achievement of different social groups and also consider the significance of educational policies.
- Students will be required to apply sociological research methods within the study of education. They will have the opportunity to conduct their own primary research.

#### Paper 2: Topics in Sociology

- Families and Households. Students will consider the changing patterns of marriage, divorce, cohabitation and childbearing. They will also study the nature of childhood and the demographic changes within the United Kingdom.
- The Mass Media. Students will become familiar with new forms of the media and their significance for an understanding of the role of the media in contemporary society. In addition, students will study the processes of selection and presentation of the content of the news and how the media represents age, social class, ethnicity, gender, sexuality and disability.

#### Paper 3: Crime and Deviance with Theory and Methods

- The study of crime, deviance and social control
- Students will analyse the distribution of crime and deviance across different social groups and study recent patterns and trends within crime rates. They will also consider how crime is punished, controlled and prevented today.
- They will assess a range of sociological theories and the relationships between theoretical views and methodological approaches.

### Future Uses

Sociology is an academic subject which requires you to develop a variety of skills which are transferable to many occupations: 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 Knight 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

5 A\* - C grades at GCSE (4-9 English and Maths) or their equivalent and must include Level 4 in English Language.

# New Generation BTECS at Level 3

From September 2017 we will be offering Applied General BTEC qualifications.

## New Generation BTECS at Level 3

Applied general qualifications are rigorous advanced (Level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students that want to continue their education through applied learning. Applied general qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at Level 3 such as A-Levels.

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

The new BTEC qualifications use a combination of assessment styles to give students confidence they can apply their knowledge to succeed in the workplace and have the study skills to continue learning on higher education courses and throughout their career. This range of vocational assessments, both practical and written, mean students can showcase their learning and achievements to best effect when they take their next step, whether that's supporting applications to higher education courses or potential employers.

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, Information Technology, Health and Social Care and Applied Science. 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 Extended certificate is equivalent to 1 A-Level.
- BTEC Level 3 Foundation Diploma is equivalent to 2 A-Levels.
- All BTEC Level 3 Subsidiary Diploma and Diploma courses run for two years. Qualifications are certificated at the end of Year 13.
- There is a very high increase in the number of students using BTEC qualifications to progress to University.



# BTEC Level 3 Extended Certificate in Business

Examination Board: Edexcel

## Introduction

This course is equivalent to one A-Level. It is made up of four units. The course enables students to combine up-to-date industry knowledge with the right balance of practical, research and behavioural skills needed to succeed in higher education and in their careers.

## 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 Extended Certificate 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 and Assessment

The course is made up of four units of work. Two units are assignment based and assessed internally. Two units are externally assessed through one controlled assessment and one written exam. 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 Extended Certificate in Business are Exploring Business, Developing a Marketing Campaign and Personal and Business Finance.

### Progression

BTEC Level 3 Extended Certificate Courses are internationally recognised and therefore you can progress straight into employment. Examples of jobs which are suitable following BTEC Level 3 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

4 GCSE grades A\*- C (4-9 English and Maths) or equivalent

# BTEC Level 3 Foundation Diploma in Business

Examination Board: Edexcel

## Introduction

This course is equivalent to two A-Levels and is made up of eight units. The course enables students to combine up-to-date industry knowledge with the right balance of practical, research and behavioural skills needed to succeed in higher education and in their careers.

## 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 and Assessment

The course is made up of eight units of work. Five units are assignment based and assessed internally. Three units are externally assessed through two controlled assessments and one written exam. 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 Exploring Business, Personal and Business Finance, International Business and Recruitment and Selection Process.

### 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

4 GCSE grades A\*-C (4-9 English and Maths) or equivalent.

# BTEC Level 3 Extended Certificate and Foundation Diploma in Applied Science

## Why Study BTEC Applied Science?

The BTEC Applied Science courses provide an alternative pathway to employment and higher education; they are vocational courses focusing on how Science is applied in the workplace. It will provide you with the skills and knowledge underpinning all aspects of Science across a variety of industries. Within the course you will be undertaking practical work, investigating phenomena, reporting your findings as well as writing scientifically. The course is unique amongst the Science courses because it covers the three main disciplines of Science: Biology, Chemistry and Physics.

### Who Should Study BTEC Applied Science?

BTEC Applied Science is particularly suitable for students who wish to maintain an interest in Science and would like to pursue a more 'applied' course at University, for example: Environmental Science, Forensic Science, Human Physiology, Applied Science degrees or Higher National Diplomas. It is also ideal for those wishing to work in a laboratory, chemical manufacturing or similar roles.

BTEC Applied Science is not suitable for those wishing to study Medicine, Dentistry, Pharmacy, Pure Science or similar degrees, although it can lead to a Foundation Degree after which you may be able to apply for one of these.

BTEC Applied Science is not an easy option. The material covered in the course is similar in difficulty to the A-Level Sciences; only the method of assessment is different. The ideal BTEC Applied Science student will....

- Work hard throughout the two years
- Meet tight deadlines
- Be self-critical
- Be able to act upon feedback
- Be motivated to succeed
- Work on more than one project at a time
- Manage your time effectively
- Work independently and as part of a team

### What You Will Study

BTEC Applied Science is modular in nature. The Units in bold are those required for the Diploma only.

#### First Year Units:

- Fundamentals of Science
- Working in the Science Industry
- Practical Scientific Techniques
- Perceptions of Science
- Using mathematical Tools in Science
- Mathematical Calculations for Science
- Industrial Applications of Organic Chemistry

#### Second Year Units:

- Physiology of Human Body Systems
- Electrical Circuits and their Industrial Applications
- Chemical Laboratory Techniques
- Scientific Investigations
- Chemistry for Biology Technicians
- Genetics and Genetic Engineering

#### Entry Requirements

4 GCSE grades A\*- C (4-9 English and Maths) or equivalent.

# BTEC Level 3 Extended Certificate in Health and Social Care

Examination Board: Edexcel

## Introduction

The Level 3 Extended Certificate in Health and Social Care is the equivalent to one A-Level. It is made up of four units and is a mix of both external and internal assessments. Students will cover two units per year of study.

### 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

**Unit 1:** Human Lifespan Development. Understanding human lifespan development studies the different influences on an individual's development and how this can impact on the care which they receive. Students will study the physical, intellectual, emotional and social needs of individuals across six different life stages and consider the positive and negative influences on their development (external examination).

**Unit 2:** Working in Health and Social Care. Students will study the different roles and responsibilities of Health and Social Care practitioners and the organisations they work for. Roles will cover Doctors, Physiotherapists, Occupational Therapists, Social Workers, Youth Workers and Care Workers (external examination)

**Unit 5:** Meeting Individual Care and Support Needs. Meeting individual needs is an important part of working within a health and social care setting and it is important to understand the foundations of providing effective care. Students will understand the values and skills required for a career in Social Care or Health Care (internal coursework unit).

**Unit 10:** Sociological Perspectives. Students will study different sociological approaches to explain health care issues. The unit will also examine the impact of family, occupation, social class and culture on an individual's health and wellbeing (internal coursework unit).

### Progression

The qualification supports progression into further education, training or employment as it offers a mix of both theoretical and vocational learning. You will have the opportunity to gain specific knowledge, understanding and skills that are relevant to work in the Health and Social Care sector. There are a broad range of rewarding careers at all levels and for all people, and many types of job, such as: Registered Nurse, Healthcare Assistant, Occupational Therapy Support Worker, Community Worker, Social worker, Midwife and Nursery Nurse.

### Entry Requirements

4 GCSE grades A\*- C (4-9 English and Maths) or equivalent.

# BTEC Level 3 Foundation Diploma in Health and Social Care

Examination Board: Edexcel

## Introduction

The Level 3 Diploma in Health and Social Care is the equivalent to two A-Levels. It is made up of eight units and is a mix of both external and internal assessments. Students will cover four units per year of study.

### 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

**Unit 1:** Human Lifespan Development. Understanding human lifespan development studies the different influences on an individual's development and how this can impact on the care which they receive. Students will study the physical, intellectual, emotional and social needs of individuals across six different life stages and consider the positive and negative influences on their development (external examination).

**Unit 2:** Working in Health and Social Care. Students will study the different roles and responsibilities of health and social care practitioners and the organisations they work for. Roles will cover Doctors, Physiotherapists, Occupational Therapists, Social Workers, Youth Workers and Care Workers (external examination)

**Unit 4:** Enquiries into Current Research in Health and Social Care. As a health care professional you will need to find out the purpose of research and how it is carried out. You will have the opportunity to review current research in this sector and also conduct your own research into a chosen health issue (external coursework unit)

**Unit 5:** Meeting Individual Care and Support Needs. Meeting individual needs is an important part of working within a health and social care setting and it is important to understand the foundations of providing effective care. Students will understand the values and skills required for a career in the health care sector (internal coursework unit).

**Unit 7:** Principles of Safe Practice in Health and Social Care. Students will develop an understanding of safe practice and the demands of working in care professions. Safe practices are vital for protecting service users from harm and promoting health and wellbeing (internal coursework unit).

**Unit 8:** Promoting Health and Wellbeing. This unit will cover the aims of public health policy and explore the patterns of ill health within the population. Students will consider factors which affect health both locally and nationally and develop their own health promotion to tackle a chosen issue (internal coursework unit).

**Unit 10:** Sociological Perspectives. Students will study different sociological approaches to explain health care issues. The unit will also examine the impact of family, occupation, social class and culture on an individual's health and wellbeing (internal coursework unit).

**Unit 19:** Nutritional Health. Good nutrition is vital for an individual's health and wellbeing. Students will cover the components of a balanced and unbalanced diet and analyse the functions of different nutrients in the body (internal coursework unit).

### Progression

The qualification supports progression into further education, training or employment as it offers a mix of both theoretical and vocational learning. You will have the opportunity to gain specific knowledge, understanding and skills that are relevant to work in the health and social care sector. There are a broad range of rewarding careers at all levels and for all people, and many types of job, such as: Registered Nurse, Healthcare Assistant, Occupational Therapy Support Worker, Community Worker, Social worker, Midwife and Nursery Nurse.

### Entry Requirements

4 GCSE grades A\*- C (4-9 English and Maths) or equivalent.

# BTEC Level 3 Extended Certificate and Foundation Diploma in Sport

## Why Study BTEC Sport?

If you enjoy learning about different topics in Sport 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.

### Course Content (the full foundation diploma)

In year 12 you will cover the following units: the anatomy for sport and science; fitness testing for sport and exercise; fitness training and programming; sport and exercise physiology; sport and exercise psychology; research methods for sport and exercise science.

In year 13 you will cover the following units: practical and team sports; research project in sport and exercise science; exercise, health and lifestyle; sports nutrition; sports injuries and a work experience in a sport and exercise related industry.

### Skills Required

You will need: regular and practical participation in Sport; an interest in Sport and Sport Science in the wider context; the ability to organise work, meet deadlines and follow assessment criteria when producing portfolios and the ability to research from a variety of sources including the internet, books and newspapers.

### Progression

The course is designed to lead students towards either employment or higher education. Employment opportunities include: the health and fitness industry, sports psychology, sports coaching, sports development and sports therapy. Degree or HND courses including Sport and Exercise Sciences, Sports Therapy or Coaching Science could also be accessed via this course.

### Entry Requirements

4-5 GCSE grades A\* - C (4-9 English and Maths) or equivalent. A qualification in GCSE PE or BTEC Level 2 is useful.

# BTEC Level 3 Extended Certificate in IT

Examination Board: Edexcel/Pearson

## Introduction

This course is equivalent to one A-Level. It is made up of a combination of coursework and external examinations.

### Why Study a Level 3 Qualification in IT?

Technology has changed the world we live in. IT is everywhere and at the heart of our professional and personal lives. Career paths in the IT industry are vast and with so much choice and possibility, there is something for everyone. It does not matter what you do after Post-16 or what other subjects you study, this course is relevant and will give you skills you can transfer across your studies and into your future career paths.

### Course Content and Assessment

This course has three mandatory units that are assessed in different ways. Unit 1 – Information Technology Systems is a theory unit assessed by an exam. Unit 2 – Creating Systems to Manage Information is a practical unit that is assessed by completing a set project over a set time period given by the exam board. The final mandatory unit is Using Social Media. This is a mixture of theory and practical and is assessed by coursework. The optional unit is Unit 6 – Website Development, where students will get to explore and build websites, again proving evidence as coursework.

Evidence for coursework is recorded in a variety of ways including podcasts, videos, multimedia products, web pages, reports, observations, witness statements and interactive presentations. Each unit is linked to specific topics and audiences.

### Progression

Students who have studied this course have gone on to study IT, Computing, Games Authoring and Multimedia 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 a Level 3 Qualification in IT a basic grounding for future study.

### Entry Requirements

4 A\*-C grades at GCSE (4-9 English and Maths) or their equivalent. Although it is beneficial to have studied KS4 ICT/Computer Science, 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 IT knowledge to real scenarios, with a clear sense of audience and purpose evident in everything that is created.

# Level 2 BTEC Bridging Qualification Certificate in Business

Examination Board: Edexcel

## Why Study BTEC Level 2 Certificate in Business?

A Level 2 BTEC Certificate 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. This is a one year full time course.

### Course Content and Assessment

The BTEC Level 2 Certificate in Business consists of eight units (two core units, one mandatory unit, and five optional units) and is equivalent to two GCSE grades at A\* to C.

Unit Title
Enterprise in the Business World
Finance for Business*
Principles of Marketing*
Promoting a Brand
Principles of Customer Service
Recruitment, Selection, and Employment
Using Business Documentation
Financial Planning and Forecasting

All units are assessed and graded by teachers, except Finance for Business\* and Principles of Marketing\*. Both of these units are assessed by an external examination. A qualification is awarded to all students who successfully complete a combination of units that equate to an overall grade. Grades awarded are Pass, Merit, Distinction, 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 Certificate in Business provides a solid foundation for employment and more advanced courses such as a BTEC Level 3 qualification.

### Entry Requirements

4 A\* - G grades (1-9 English and Maths) or equivalent. All students following the Level 2 BTEC Certificate will also study for GCSE English Language and GCSE Mathematics, unless they have already achieved a minimum of a Level 4 in those subjects.

# GCSE English and Mathematics

New legislation governing education means that all students in the Sixth Form must study English and / or Mathematics at GCSE if they have not already achieved a grade 4 or above in either of these subjects. Sixth Form students have their own re-take GCSE lessons taught by specialist English and Mathematics teachers. The delivery of the course and the course content is tailored to meet the needs of the older student. The achievement of a grade 4 in these subjects is vital for progression onto many apprenticeships and all university courses.

## Enrichment

***“Research shows that 70% of businesses believe extra-curricular activities make job-seeking school leavers and graduates stand out from the crowd ...This isn’t because these activities make good conversation topics at the water cooler, but because of the attributes that they allow participants to develop. Skills such as leadership, communication and budget management are increasingly in-demand in the workplace, where new recruits are perhaps technically able but lacking the transferrable skills that are needed to succeed.”*** (Prospects 2016)

Grades are important, but as research suggests, it is the other things that young people take part in and experience that often makes the difference and leads to success. At St Paul’s Sixth Form we believe this entirely so we offer a huge variety of opportunities for our Sixth Form students to become involved in. They include additional qualifications, short courses in different topics, volunteering, expeditions, work experience and an opportunity for students themselves to start and lead clubs and groups. The skills and qualities that our Sixth Form students develop and enhance through these opportunities are just as vital as the ones they develop in academic study. In addition to this benefit these opportunities allow Sixth Form students at St Paul’s to take a caring and giving role in the school and local community, adding value to other people’s lives, something which at St Paul’s we place great importance on.

Enrichment occurs at all times during the school week. It can occur in and out of school, allowing Sixth Form students the opportunity to manage their time flexibly and make arrangements that suit them. Each Sixth Form student will have a unique Enrichment experience which is often self-managed, although we are always here to help!

Some of our Enrichment opportunities are described below, but this is by no means all of them!

### **Young Enterprise**

In the Young Enterprise Company Programme students find out what it’s really like to set up and run a business. Delivered across an academic year, young people make all the decisions about their company, from raising the initial share capital through to designing their product or service to selling directly to customers and ultimately winding up the company and paying their taxes. All this takes place with the support of a Business Adviser who brings a wealth of business knowledge and expertise to the team.

### **Mandarin**

In an increasingly competitive business world the ability to speak additional languages allows a candidate to stand out from the crowd. This is particularly true of Mandarin as it becomes increasingly important in the international business world.

### **Leadership Through Rugby Union**

Developed in partnership with the Rugby Football Union (RFU), the 1st4sport Level 2 Award in Leadership through Rugby Union (QCF) is a brand-new and exciting qualification which enables young people to develop leadership skills and engage with grass-roots rugby union and Tag Rugby. By completing this qualification, learners will develop a range of skills in independent enquiry, teamwork, self-management, creative thinking and effective participation.

### **Sports Leaders**

Provides nationally recognised leadership awards and qualifications that help people develop essential life skills such as organisation, motivation, communication and working with others. All of the awards and qualifications are practical - candidates learn by doing rather than through written work. Assessment is made upon a candidate’s ability to lead and demonstrate their leadership skills for a certain period of time, within a specific setting.

### **World Challenge**

Offers young people the chance to explore the world and experience different cultures, developing valuable life skills. It is renowned for creating the very best bespoke adventure expeditions to over 40 destinations across the world, with unrivalled levels of safety and service.

### **DofE**

Encourages young people to take part in a practical expedition which they plan and complete, develop a skill to a recognised standard and take part in a voluntary project in the community. These elements help young people experience a variety of situations, people and problems which help them to develop the necessary transferable skills needed in today’s busy working environment.

### **Primary School Paired Reading Scheme**

Allows Sixth Form students to work closely with young children from a variety of Milton Keynes primary schools helping them to develop their reading skills, at the same time as enhancing fundamental skills such as patience!

### **Volunteering**

Can be undertaken internally within school or externally at other organisations. It can be fitted in to times when Sixth Form students are not in timetabled lessons or sessions, which allows Sixth Formers to independently manage their enrichment activity.

### **Future Learn**

Is a nationwide recognised training body which offers the opportunity to take part in short online courses in a huge variety of topics. If you are fascinated by WW1 heroism or have a passion for writing fiction, these courses could be for you.

# The Application Process for 2017 Start

## Timeline

October 2016	Prospectus published
Tuesday 8th November 2016	Open Evening
December 2016	Year 11 Mock Examination period
Wednesday 11th January 2017	Deadline for return of application forms. Please return forms to the School General Office marked for the attention of the 'Post 16 Administrator'. Forms can also be returned electronically.
January – February 2017	Application interviews for St Paul's students. The offer of a place is confirmed in writing.
February – March 2017	Application interviews for External applicants.
Thursday 29th June 2017	Pre-Induction Day for External Applicants new to the school and BTEC Level 2 Applicants.
Friday 30th 2017	Year 12 Induction Day for all Level 3 Applicants.
Monday 3rd July 2017	Student Advice Clinic – All welcome.
Thursday 24th August 2017	GCSE Results Day. Further appointments are available for students seeking advice about Year 12 choices.
Friday 25th August 2017	External applicant enrolment.
Thursday 31st August and Friday 1st September 2017	Additional appointments for students needing further advice.
Wednesday 6th September 2017	School starts at 8.50am

## 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. Choose no more than one subject per column.
- Students should choose 3 A-Level or BTEC Level 3 courses and a reserve choice.
- Students should also indicate if they wish to choose the EPQ.
- Return the application form to the Post 16 Administrator at St Paul's by Wednesday 11th January 2017.

**Telephone** 01908 669735

**Email** [enquiries@st-pauls.org.uk](mailto:enquiries@st-pauls.org.uk)

**Web** [www.st-pauls.org.uk](http://www.st-pauls.org.uk)

**St Paul's Catholic School** Phoenix Drive, Leadenhall, Milton Keynes MK6 5EN