

Sixth Form Options Booklet

2017 - 2018



St Joseph's College

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An introduction to the Sixth Form

As students enter our Sixth Form, they have increasing opportunities to make a valuable contribution to College life and to the wider community. This helps to prepare them for the decisions and responsibilities they will face in the future. Students leave our Sixth Form as well-rounded young adults with an excellent perspective of themselves and the 21st Century world in which they will live and work.

Appropriate academic challenges are provided through a wide range of academic courses from Physics, Drama and Psychology, to Geography, Business Studies and Sociology - to name but a few! Students may take three or four A level courses depending upon their GCSE results. However, we would strongly recommend that with the recent changes to A level only the most able students now pursue four A level subjects. Additionally all students may opt to take the Extended Project Qualification, however, for students who are taking three A levels this will be compulsory. We endeavour to 'tailor' a selection of courses to meet the needs and wishes of each individual student. Indeed, this year we have decided to widen our selection of courses further to offer a number of targeted Level 3 general vocational qualifications such as BTEC Business Studies, BTEC Applied Science, ICT and Cambridge Technical Creative Media. These courses are the equivalent Advanced levels and are recognised by Universities but they are assessed by coursework. Students will be allowed to mix A level and Vocational courses if they have sufficient grades at GCSE.

Progress is monitored closely by personal tutors and the Head of Year who also provide essential support to our students, as independent learning and self-discipline become a central aspect of studies in the Sixth Form and valuable preparation for university. Tutors support student's wider understanding of the value of relationships, British Values, e-safety, financial and careers management through a weekly focus on SMSC. Much support, guidance and time is given to students in the Sixth Form, particularly regarding their UCAS applications for university. Our Futures Coordinator who is based in the Sixth Form centre interviews all Year 12s and Year 13s in the first term of the College and gives continued expert guidance on the next steps throughout their time in Sixth Form. Students are encouraged and helped to set up work experience and job shadowing opportunities which proves very valuable for curriculum vitae writing and university applications. In fact we are incredibly proud of the destinations which our students reach, in recent years these have included some of the best universities in the country.

Of course Sixth Form is more than what takes place in the classroom and we also offer a broad programme of supplementary studies and extracurricular activities, including sports tours, community service, charity work in underdeveloped countries and the popular May Ball. Each year students elect representatives to Sixth Form prefect team which oversees many of these activities. We believe strongly in finding opportunities for students to develop their leadership skills.

Together with extra responsibility goes increased freedom in order that Sixth Formers may have the necessary experience of independence before they leave College. The arrangements in the Sixth Form are designed to mirror this: students have their own Kitchen area (the Hub), a silent study area (the Reading Room), and a common room (the Atrium) as well as full use of the central College library.

Much attention is paid to helping students' bridge the gap between the guided study of GCSEs and the self-discipline that is necessary to succeed at A Level. The friendly support and co-operation of tutors and subject teachers ensures that there is a smooth transition. This booklet is designed to give you full information on all the courses on offer. Our approach to Sixth Form life is distinctive and guarantees that each student can enjoy his or her studies while gaining the confidence to cope with the competition of the adult world.

Mr Cinnamond, Head of Sixth Form Progression
Mrs Simpson-Jacobs, Head of Year 12
Mr Crack, Head of Year 13

Futures Support available for all students in the Sixth Form

- Career Planning – Not sure what students might want to do beyond school or what to study at University (and where), we can discuss all the relevant and up to date options available to you.
- Work experience or Employer Visits - We arrange regular employer visits for students –also let us know what industry or sector students might be interested in hearing more about We will use our extensive network to try and arrange something to complement future applications.
- UCAS - The first port of call on UCAS applications is their Tutor or Mr Cinnamon but Futures are happy to carry out research on behalf of students and help arrange University Visits.
- Hands on Coaching and Help on applying for jobs and Higher Education - eg CV's, Covering letters, application forms, Use of social media (linked In etc), Interview training and how potential employees are assessed over and above an Interview.
- Website information – Highlight the best on line sites that give out advice on future careers, Higher Education, Apprenticeships, Employer engagement, Gap years and Professional Social Media
- External Speakers to St Joseph's College - Our Programme of visiting Speakers via the Birkfield Society usually on a Friday to enlighten and educate the students.

Communicate with students and parents on up to date and topical issues within the work place/employment markets and relevant information from within Higher and Further Education- Information will be sent home or shared on Boards/careers library or shared areas online.

We are based in the New Sixth Form Centre:

futures@stjos.co.uk

Mr D Kemsley - Futures and Progression

Art (Fine Art)

OCR Examination Board – 2 Year Course (H601): Certification 2018

Course Content/Structure

A Level Fine Art consists of two components, both of which are internally assessed and externally moderated by the visiting exam board. Both units will be assessed in May 2018. The A Level Fine Art course is suitable to students wishing to pursue an in depth study of Fine Art whilst developing personally as a practicing artist. Fine Art requires engagement with aesthetic and intellectual; concepts through the use of a range of media, techniques and processes for the purpose of self-expression. Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.

During the A Level course students will produce a coursework portfolio exploring Fine Art based upon themes and ideas developed from a range of starting point. There are three major elements which students will be assessed upon: supporting studies, practical work and a personal investigation. The Personal Investigation will be evidenced through critical written communication showing contextual research and understanding in a minimum of 1000 words of continuous prose, which will contain integrated images. The topics are broad and students are expected to use imagination and creativity to develop the projects to suit their particular strengths in art based mediums. Students will also work under Controlled Conditions for 15 hours in the art room, responding to the Externally Set Assignment by the examination board.

Component One (H601/01)

The Personal Investigation allows students the opportunity to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing resolved outcome(s). This will involve:

- Developing ideas
- Exploring media, developing and applying skills
- Researching, recording, analysing and reviewing
- Creating and presenting outcome(s).

Students will cover a full range of art techniques using a variety of materials and developing ideas creatively. Through the investigation of artists students will learn how to develop an individual approach and style to art. The course will direct students through the realms of paintings and drawing, printmaking, sculpture and lens-based image making. Extensive research using a wide range of techniques will be used at all times in the course. Final art pieces are produced on an individual basis. Developmental work is a critical part of this course and the ability to annotate the progressive stages of the work are essential within this component.

Component Two (H601/02)

Externally Set Assignment incorporates two major elements – preparatory studies and the 15 hour period of sustained focus. During the 15 hour period of sustained focus students will produce the final outcome(s) extending from their preparatory studies in response to the question set by the examination board.

Assessment Pattern

Personal Investigation incorporates two major elements; supporting studies and practical work. Supporting studies and practical work will comprise of a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. Work must cover the four Assessment Objectives and will be marked using the criteria as outline on the OCR assessment grid. 120 marks are available and this unit has a weighting of 60%

Externally Set Assignment incorporates two major elements: supporting studies and practical work. Students will respond to the externally set question from an early released paper (1st February 2018). Candidates are given a minimum of three weeks in which to plan and prepare. Candidates are then given 15 hours controlled time to develop their ideas into a final outcome/ realization. 80 marks are available and this unit has a weighting of 40%

Each unit is internally marked by the subject teacher. It is then internally standardised as a department and centre before being externally moderated by an OCR examination moderator. All units are displayed within an end of year show for the moderator and public to view. Students who follow the endorsed routes must pursue the same endorsements throughout the course.

An important aspect of the student progression in Fine Art is an ability to express and justify ideas and to develop an understanding of the context of their own work. This can be developed in many ways for example: distilled or expanded from the spoken word such as a critique, a discussion or an interview; through annotation of the developing work; through investigation of some aspect of art & design, for example from a museum, gallery or site visit.

Along with writing, another important aspect of student progression in Fine Art is the application of critical and contextual knowledge and understanding, and an ability to express and justify ideas. Developments of these aspects are integrated within the practical work, written pieces and the spoken word.

Teaching Method

Continuation from GCSE. Formal practices and procedures including:

- Visual research and investigation
- Development of ideas
- Exploration of media, styles, techniques and processes
- Realisation of ideas and contextual and evaluation studies

During the courses there are provisions and opportunities to participate in ARTiculation and study works of art first-hand at galleries and museums nationally and internationally. The Roche Court Educational Trust's ARTiculation initiative is designed to stimulate students' interest and understanding of art while developing individual thinking, observation, research, language and presentation skills. ARTiculation workshops for 14 – 19 year olds are held throughout the year and an annual competition for sixth formers takes place in the spring.

Career Opportunities

This course can be taken to complement other Advances level course such as Photography, Mathematics, Physics, English Literature, Psychology, Design Technology and History.

Art & Design Courses including degrees and diplomas, architecture, fashion, specialised police professions, specialised insurance, curators, graphic design, ICT- Graphics. Art & Design students develop skills, which are favoured by universities and employers:

- Peer reviewing
- Presentation skills
- Interpersonal skills and communication
- Self-Esteem
- Confidence building

BTEC Level 3 Applied Science (Single)

Examination board: Pearson Edexcel 2 year course

Course Content

We study the Pearson BTEC Level 3 Subsidiary Diploma. This course is designed for 2 years and at the end of the course you will end up with a Subsidiary Diploma in BTEC Applied Science. The course is derived of modules which have credits associated with them. The total number of credits for this qualification is 60.

Why chose BTEC?

A BTEC qualification in Applied Science will:

- give learners the opportunity to acquire technical and employability skills, knowledge and understanding which are transferable and will enable individuals to meet changing circumstances, whether these arise from a shift in their own status or employment, or general changes in applied science practice, provision or environment
- give full-time learners the opportunity to enter employment in the science sector or to progress to vocational qualifications such as the Pearson BTEC Higher Nationals in Applied Biology, Applied Chemistry or health-related or other science-related qualifications
- increase understanding of the role of the science technician or assistant practitioner, their relationship with the scientific community and their responsibilities towards the community and the environment
- give students the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

The Modules

Module	Module Title	Credits	Level
1*	Fundamentals of science	10	3
2*	Working in the Science Industry	10	3
4*	Science Practical techniques	10	3
5	Perceptions of Science	10	3
6	Using mathematical tools in science	5	2
7	Mathematical calculations for science	5	3
10	Using science in the work place	10	3

*Indicates mandatory units

Assessment Overview

For each module the students will be issued with an assessment brief. This will outline what the student needs to complete for the module. It will have a vocational scenario and the students will have to produce a portfolio of evidence to demonstrate their knowledge and understanding. The students will be issued with a deadline and it is important that this is met.

The students will be assessed against a set of criteria, which they will be issued with the assessment brief. Once the student has completed their work it will be assessed by their teacher and they will be told which criteria they have and have not met. The students may be given the opportunity to resubmit evidence for their assignment and will be given a deadline of 10 working days to submit their work.

Below is an example of some assessment criteria for part of a module:

Assessment and grading criteria		
To achieve a pass grade the evidence must show:	To achieve a merit grade the evidence must show the following, in addition to the pass criteria:	To achieve a distinction grade the evidence must show the following, in addition to the merit criteria:
P1 – Outline the key features of the periodic table, atomic structure and chemical bonding	M1 – Relate the key features of the periodic table to the conclusions drawn from practical activities	D1 – Explain how standard solutions and titrations are prepared in industry
P2 – Demonstrate practically the ability to prepare chemical solutions and test their accuracy		

Students will be awarded a merit or distinction or distinction* qualification grade by the aggregation of points gained through the successful achievement of individual modules. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit.

Teaching Method

Teaching aims to engage with the student's interest whilst stretching their academic skills. The students will be exposed to a range of teaching methods. They will carry out theoretical and practical work which is linked to a range of vocational areas within science.

All BTEC Level students are expected as part of their development to engage positively with the challenges that they are set. They are also expected to meet the deadlines set and carry out any work they wish to resubmit independently. Students are also expected to carry out additional independent research which could assist them with their assignments.

Student performance and progress is regularly reported via the whole school reporting system and is assessed at least in part by a series of examination style questions based on the topics they are studying at the time.

Career Opportunities

Units within the qualification cover areas of laboratory science, forensic science, medical science, environmental science and biological, chemical and physical science to provide a route to employment in the science industry or within organisations that use science. These can include roles such as:

- Working as a quality control technician/analyst, where the employee works in a production plant laboratory carrying out analytical tests using modern instrumentation, ICT and data interpretation
- Working in a hospital as a medical physics technician supporting the use of X-ray and other imaging/ scanning equipment
- Working in a research laboratory in the development of new drugs. Managing projects that include setting up apparatus, measuring and handling chemical substances, following procedures, carrying out observations and measurements, separating and analysing products
- Working in the chemical industry, involved with testing materials
- Working with the forensic science service or using their analytical skills in the chemistry industry
- Working in chemical companies developing fertilisers and other plant feeds
- Working for a scientific magazine or journal, editing and proofreading articles on issues such as applications and implications of new scientific discoveries and developments
- Working in a biotechnology laboratory carrying out fermentation and purification processes.

Biology

AQA Examination Board – 1 Year/2 Year course

Course Content AS Biology

We study the AQA Biology AS course (7401). This AS course which is designed for 1 year and at the end you will end up with an AS qualification. The AS does not contribute toward the marks for the A Level.

The Content

Section 1.1: Biological molecules

Section 1.2: Nucleic acids

Includes Carbohydrates, Lipids, Proteins, Enzymes, DNA, RNA & Water

Section 2: Cells

Cell structure, microscope work, transport across cell membranes, cell recognition & the immune system

Section 3: Organisms exchange substances with their environment

Gaseous exchange, mass transport – including heart and transport in plants

Section 5: Genetic information, biodiversity, evolution and disease

DNA & Protein synthesis, biodiversity; Classification and evolution

Assessment Overview

Paper		Marks	Duration	Percentage of AS	
Paper 1	Total marks	75	1 hr 30 mins	50%	
	Section A	Short answer questions including multiple choice questions			65
	Section B	A comprehension question			10
Paper 2	Short answer questions	65	1 hr 30 mins	50%	
	Extended response question	10			

Both exams will take place in the June session of 2017.

A Level - The course

We study the AQA Biology A - A Level course (7402). This course is designed for 2 years and at the end you will end up with an A Level qualification. The AS does not contribute toward the marks for the A Level.

The Modules

Sections 1 – 5 are covered from the AS.

Section 6: Communication, homeostasis and energy

Communication and homeostasis; Excretion as an example of homeostatic control; Neuronal control; Hormonal control; Plant and animal response; Photosynthesis; Respiration

Section 7: Genetics, evolution and ecosystems

Cellular control; Patterns of inheritance; Ecosystems; Populations and sustainability

Section 8: The control of gene expression

Manipulating genomes; Cloning and biotechnology

Assessment Overview

Paper			Marks	Duration	Percentage of A Level
Paper 1	Topics 1-4		91	2 hrs	35%
	Style of questions	Mixture of short and long question from topics 1-4	76		
	Style of questions	Extended response questions	15		
Paper 2	Topics 5-8		91	2 hrs	35%
	Style of questions	Mixture of short and long question from topics 5-8	76		
	Style of questions	Comprehension question	15		
Paper 3	Unified biology		78	2 hrs	30%
	Structured questions covering theory and practical skills from any content 1-8		38		
	Critical analysis of given experimental data		15		
	One essay from a choice of 2 titles		25		
Non-exam assessment	Practical Endorsement for Biology		Pass/ Fail	Non-exam assessment	Reported separately

All exams will take place in the June session of 2018.

Teaching Method

Teaching aims to engage with the student's interest whilst stretching their academic skills. All A Level students are expected as part of their development to engage positively with the challenges that they are set. These include writing up practical work in their own time, making detailed notes during lessons and completing written homework on specific tasks. It is a mistake for students to underestimate the importance of their independent learning, which forms a vital part of their academic journey towards intellectual maturity.

Therefore, students need to augment their study with additional independent research and participate actively in available extra-curricular events, such as Science Master Classes. During the academic year student progress is actively monitored by regular testing. Feedback is given to students and students are expected to correct errors and take the initiative in addressing areas of weakness, with the support of their teacher.

Student performance and progress is regularly reported via the whole school reporting system and is assessed at least in part by a series of examination style questions based on the topics they are studying at the time.

Career Opportunities

Biology is an excellent A Level for those who intend a career in medicine, dentistry, physiotherapy, nursing, psychology, medical sciences, human biology, biological sciences, sport science, agriculture, horticulture, and forestry and associated undergraduate courses.

Studying Biology provides a good foundation in science for those who need a scientific element to their academic portfolio.

Suitable for entry to other degree courses. The subject is free standing as an academic subject in its own right. For those not considering further education, Biology offers a course of mixed practical and academic skills useful to the majority of employers. The subject is adequate for most laboratory employment that requires this level of education.

Sport and Exercise Science

BTEC NQF LEVEL 3 Extended Diploma (3 A Level) & BTEC NQF Extended Certificate (1 A Level)

Overview

This course will prepare you for a career in the sport industry or as a stepping stone to a Higher Education course at University, we are currently in talks with the University of Essex and Loughborough establish pathways for St Joseph's College Student Athletes. The Extended Diploma is equivalent to three A Levels. Lesson will typical take place in the morning allowing a detailed afternoon of individual and team training in one of our focus sports whilst also providing opportunities to develop coaching and teaching skills with the Sports Dept.

Students studying a combination of an A-level with a BTEC qualification will maximise progression opportunities to traditional Higher Education Institutions and will enhance employment prospects (pending achievement of the additional entry criteria outlined in the 'Entry requirements' section below).

Why should I do this course?

BTECs are career-based qualifications designed to give students the skills they need to move on to higher education or go straight into employment. A BTEC develops a range of practical knowledge and skills which help learners to prepare for – and progress in – their chosen career.

Classroom style teaching combined with project work and practical, work-related activities help to develop students' behavioural skills, which can include teamwork, creative thinking and presentation skills.

More employers and Higher Education institutions than ever before are choosing BTEC-qualified candidates for their academic and practical knowledge and skills.

Topic areas covered:

Mandatory units:

- Anatomy for sport and exercise
- Sport and exercise physiology and psychology
- Research methods for sport and exercise sciences
- Research project for sport and exercise sciences
- Fitness testing for sport and exercise
- Functional skills in maths and English
- Sports biomechanics in action
- Fitness training and programming, sports nutrition
- Current issues in sport
- Sports injuries, sports coaching
- Practical individual and team sports

How will my work be assessed?

Both the 3 A Level and 1 A Level Equivalent are assessed by coursework through presentations, reports, essays, exhibitions, discussions, group work and individual assessments. 2017 delivery will include 2 externally moderated assignments and 2 exams, the nature of the exam are not yet known but will be in line with the vocational nature of the course. Students will earn either a Pass, Merit or Distinction for each unit and the overall grade for the course will be assessed on the level of achievement in all units. Students who perform exceptionally throughout the course will be awarded a Distinction star grade.

What can I do after this?

After successful completion of the course, you may progress to relevant employment, such as a sports coach or fitness instructor. Alternatively, you may progress to a Higher Education course.

Business Studies

Edexcel Examination Board – 1 Year/2 Year course

Entry requirements

We would recommend that you have a minimum of grade B in both English and Maths. An interest and passion for business is essential although it is not necessary to have taken GCSE Business Studies previously. Business Studies works very well with other subject areas. There is a close relationship with Economics and these complement and overlap each other significantly. No coursework is assessed.

The recent changes to A levels mean that the new full A level will be linear, with all assessment at the end of two years of study. Although the AS level will be retained, it will be redesigned as a high quality stand-alone qualification as opposed to a means of progression to A2.

The new A Level Business from Edexcel is broken up into four themes

Theme 1: Marketing and People

Theme 2: Managing business activities

Theme 3: Business decisions and strategy

Theme 4: Global business

Assessment Pattern

AS Business:

Two 1 hour 30 minute written examinations at the end of the course, each worth 50% of the AS qualification with 80 marks available on each.

Paper 1: This will assess marketing and people, entrepreneurs and business start-up. It comprises three sections (A, B, C). Section A and B each involve one data response question broken down into parts. Section C comprises one extended open-response question. The questions in Sections A and B will be drawn from Theme 1 content. The question in Section C will also be drawn from Theme 2 content requiring connections between the two.

Paper 2: This will assess business finance and operations and external influences on business. It comprises three sections (A, B, C). Section A and B each involve one data response question broken down into parts. Section C comprises one extended open-response question. The questions in Sections A and B will be drawn from Theme 2 content. The question in Section C will also be drawn from Theme 1 content requiring connections between the two.

A Level Business:

Three 2 hour written examinations at the end of the course, with 100 marks available on each. Papers 1 and 2 are each worth 35% of the total qualification. Paper 3 is worth the remaining 30%.

Paper 1: Marketing, people and global business. Questions will be drawn from Themes 1 and 4. The paper comprises two sections A and B. Each comprise one data response question broken down into a number of parts, including one extended open-response question.

Paper 2: Business activities, decisions and strategy. Questions will be drawn from Themes 2 and 3. The paper comprises two sections A and B. Each comprise one data response question broken down into a number of parts, including one extended open-response question.

Paper 3: Investigating business in a competitive environment. Questions will assess content across all four themes. For Paper3, questions will be based on a pre-released context document. The paper comprises two sections with both comprising a data response question broken down into parts including one extended open-response question.

Teaching Methods

Formal classwork and case study material, supported by student research and individual study. Extensive reading and participation are vitally important.

Career Opportunities

Degrees and HNDs in Business and Management Studies, Accounting, Finance, Marketing, Human Resource Management, Economics, Psychology etc. Business Studies is particularly useful for studying with another subject for a combined/joint degree e.g. Business and French, Business and Finance etc.

BTEC Level 3 Business

Edexcel Examination Board – 2 Year course

Subsidiary Diploma

The 60-credit BTEC Level 3 Subsidiary Diploma is a one A level equivalent course

Diploma

The 120-credit BTEC Level 3 Diploma is a two A level equivalent course

Course Content/Structure

The BTEC courses are designed to offer a more practical approach to the study of Business. They are largely coursework based. The assignments are based on business scenarios, and the students are asked to investigate business activities, going onto analyse the success of the activities and in some instances make recommendations. Links are made throughout the course with real-life business situations. The work related qualifications are designed to meet the needs of the learners as well as allow progression to University and the world of work.

Assignment Pattern

Subsidiary Diploma		Diploma	
Unit 1	The business environment	Unit 1	The business environment
Unit 2	Business resources	Unit 2	Business resources
Unit 3	Introduction to marketing	Unit 3	Introduction to marketing
Unit 4	Business communication	Unit 4	Business communication
Unit 5	Business accounting	Unit 5	Business accounting
Unit 13	Recruitment & selection in business	Unit 13	Recruitment & selection in business
		Unit 15	Development planning for a career in business
		Unit 10	Market research in business
		Unit 12	Internet marketing in business
		Unit 18	Managing a business event
		Unit 19	Developing teams in business
		Unit 36	Starting a small business

Teaching Method

BTEC courses were developed to meet the teaching and learning styles of students who enjoy and benefit from a practical approach to work. Wherever possible the units and assignments are designed to give all learners the opportunity to experience business from a vocational perspective and develop some of the skills integral to a career in the Business. BTEC Business is very much a student centred course and independent study skills are developed throughout the two year course.

Career Opportunities

BTECs are vocational courses designed to prepare learners for the work place or further education. BTEC Business is a course which complements other A Level or Vocational Level 3 subjects, and gives students a good understanding of the world of Business. The course also provides students with a career path into University and employments in a Business environment.

Chemistry

OCR Examination Board - 1 Year/2 Year course

Course Content

AS - The course

We study the OCR Chemistry A AS course (H032). This course is designed for 1 year and at the end you will end up with an AS qualification. The AS does not contribute toward the marks for the A Level.

The modules

Module 1: Development of practical skills in chemistry

Module 2: Foundations in chemistry

Atoms, compounds, molecules and equations; Amount of substances; Acid-base and redox reactions;

Electrons, bonding and structure

Module 3: Periodic table and energy

The periodic table and periodicity; Group 2 and the halogens; Qualitative analysis; Enthalpy changes; Reaction rates and equilibrium

Module 4: Core organic chemistry

Hydrocarbons; Alcohols and halogenoalkanes; Organic synthesis; Analytical techniques

Assessment Overview

Paper		Marks	Duration	Percentage of AS	
Paper 1	Breadth in chemistry	70	1 hr 30 mins	50%	
	Section A	Multiple choice			20
	Section B	Structured questions covering theory and practical skills			50
Paper 2	Depth in chemistry	70	1 hr 30 mins	50%	
	Structured questions and extended response questions, covering theory and practical skills	70			

Both exams will take place in the June session of 2017.

A Level - The course

We study the OCR Chemistry A - A Level course (H432). This course is designed for 2 years and at the end you will end up with an A Level qualification. The AS does not contribute toward the marks for the A Level.

The modules

Modules 1 – 4 are covered from the AS.

Module 5: Physical chemistry and transition elements

Reaction rates and equilibrium; pH and buffers; Enthalpy, entropy and free energy; Redox and electrode potentials; Transition elements

Module 6: Organic chemistry and analysis

Aromatic compounds; Carbonyl compounds; Carboxylic acids and esters; Nitrogen compounds; Polymers; Organic synthesis; Chromatography and spectroscopy

Assessment Overview

Paper		Marks	Duration	Percentage of A Level	
Paper 1	Periodic table, elements and physical chemistry	100	2 hr 15 mins	37%	
	Section A	Multiple choice			15
	Section B	Structured questions covering theory and practical skills			85
Paper 2	Synthesis and analytical techniques	100	2 hr 15 mins	37%	
	Section A	Multiple choice			15
	Section B	Structured questions covering theory and practical skills			85
Paper 3	Unified chemistry	70	1 hr 30 mins	26%	
	Structured questions covering theory and practical skills	70			
Non-exam assessment	Practical Endorsement for chemistry	Pass/Fail	Non-exam assessment	Reported separately	

All exams will take place in the June session of 2018.

Teaching Method

Teaching aims to engage with the student's interest whilst stretching their academic skills. All A Level students are expected as part of their development to engage positively with the challenges that they are set. These include: writing up practical work in their own time, making detailed notes during lessons and completing written homework on specific tasks. It is a mistake for students to underestimate the importance of their independent learning, which forms a vital part of their academic journey towards intellectual maturity.

Therefore, students need to augment their study with additional independent research and participate actively in available extra-curricular events, such as Science Master Classes. During the academic year student progress is actively monitored by regular testing. Feedback is given to students and students are expected to correct errors and take the initiative in addressing areas of weakness, with the support of their teacher.

Student performance and progress is regularly reported via the whole school reporting system and is assessed at least in part by a series of examination style questions based on the topics they are studying at the time.

Career Opportunities

Chemistry is a mandatory A Level for those who intend a career in medicine, dentistry and physiotherapy and useful in the study of nursing, psychology, medical sciences, human biology, biological sciences, sport science, agriculture, horticulture, forestry and associated undergraduate courses. Many of our students go onto study Chemical Engineering having first experienced the wealth of application that a sound knowledge of chemistry gives.

A good foundation in science for those who need a scientific element to their academic portfolio. Suitable for entry to other degree courses. The subject is free standing as an academic subject in its own right. For those not considering further education, Chemistry offers a course of mixed practical and academic skills useful to the majority of employers. The subject is adequate for most laboratory employment that requires this level of education. Further details are available on request.

Drama & Theatre Studies

OCR Examination Board 2 year synoptic course.

Course Content

Practitioners in Practice

- Students will create their own devised performance influenced by the work of others.
- This must include: – The study of two centre chosen practitioners and the study/exploration of an extract from a relevant supporting text (chosen by the school)
- In addition to the performance, students will be marked on an accompanying research report and portfolio with evidence of the process and decisions made whilst creating and developing their performance.

Exploring and Performing Texts

- Students will produce a performance based on a text chosen by the centre, which will assess their chosen theatrical skill (performance or design)
- Students will be required to produce an accompanying concept document which outlines their intentions for the performance.

Analysing Performance

- Students will be assessed on their knowledge and understanding and their ability to analyse and evaluate
- In section A students will explore practical themes using extracts from two different texts from a set list given by the exam board. The theme is Family Dynamics and the students will study A Day in the Death of Joe Egg and King Lear.
- In section B students will analyse and evaluate a live theatre production they have seen.

Deconstructing Texts for Performance

- This component requires students to study 'Sweeney Todd – The Demon Barber of Fleet Street' in detail.
- The paper will contain questions about directorial decisions for the text and assesses students' knowledge and understanding of how Drama and Theatre is created and developed for performance.

Assessment Overview

Component	Detail	Method	Marks/ Weighting
Practitioners in Practice	Students complete research into the work of others including two practitioners and studying an extract from a text Students then work in groups to create a piece of devised drama based on the work of others	Internally assessed practical performance and portfolio.	120 / 40%
Exploring Texts for Performance	Students study one whole text and performance of an extract.	Externally assessed practical performance and research report.	60 / 20%
Analysing Performance	Section A Extended response essay questions based on a theme. There are two compulsory questions. Section B Extended response essay question analysing and evaluating live theatre.	Externally assessed written examination. 2 hours 15 minutes	60 / 20%
Deconstructing Texts for Performance	Question 1 is a question based on an extract from the studied text. Students also complete a directorial annotation of the extract Question 2 is an extended response question on the set text.	Externally assessed written examination. 1 hours 45 minutes	60 / 20%

Teaching Method

Much of the work is practical and students will need to be self-motivated and energetic. They are expected to undertake their own research and participate fully in discussion as well as challenging practical workshops. Detailed notes need to be kept to accompany all practical work and these will either form the basis of evaluative logs or research for direct use within the written examination. Comprehensive guidance will be given in the composition and content of these notes. Theatre visits are arranged four to six times a year and students are expected to attend, in order to broaden their experience of different forms and styles of theatre. They should be treated as both a learning and enjoyable experience.

Progression and Career Opportunities

The course develops skills learnt at GCSE and can lead to a place at a dedicated Drama school or a degree course in Drama or Performing Arts at university. The academic nature of the course makes it a valuable qualification towards any degree application relating to Humanities. Apart from the entertainments industry, communication and teamwork skills that are developed in Drama are highly valued in people-related careers such as the police, teaching, public relations and social work.

Economics

Edexcel Examination Board – Economics A – 1 Year/2 Year course

What is Economics?

Economics is divided into two sections:

- Micro Economics – which includes investigation into the operation of markets and this covers both the behaviour of firms and consumers. We discuss the strengths and the weaknesses of the market, markets & government failure. (Themes 1 & 3)
- Macro Economics – this part of the course the course considers both the national and international economy looking at issues such as growth, inflation, unemployment and Government policy. (Themes 2 & 4)

Entry requirements

We would recommend that you have a minimum of grade B in both English and Maths. An interest and passion for the Economy and World affairs though not necessary would be beneficial. Economics works very well with many other subject areas, as the course stems from Humanities as well as maths and Social science. There is also a close relationship with Business Studies and these complement and overlap each other significantly.

Course Content/Structure

The recent changes to A levels mean that the new full A level will be linear, with all assessment at the end of two years of study. Although the AS level will be retained, it will be redesigned as a high quality stand-alone qualification as opposed to a means of progression to A Level.

The A Level in Economics has 4 Themes over the 2 year course:

Year 12	
Theme 1 Introduction to the markets & market failure <ul style="list-style-type: none">• The nature of economics• How markets work• Market failure• Government intervention	Theme 2 The UK economy – performance and policies <ul style="list-style-type: none">• Measures of economic performance• Aggregate demand• Aggregate supply• National income• Economic growth• Macroeconomic objectives and policy
Year 13	
Theme 3 Business behaviour and the labour market <ul style="list-style-type: none">• Business growth• Business objectives• Revenues, costs and profit• Market structures• The labour market• Government intervention	Theme 4 A global perspective <ul style="list-style-type: none">• International economics• Poverty and inequality• Emerging and developing economies• The financial sector• Role of the state in the macro economy

Assessment Pattern

AS Economics:

There are 2 1 hour & 30 minute exams at the end of the course. Each accounts for 50% of the final AS qualification, and they are 80 marks each.

- Paper 1 – Theme 1 (Micro)
- Paper 2 – Theme 2 (Macro)

The exams are each in 2 sections:

- Section A comprises a range of multiple-choice and short-answer questions.
- Section B comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two.

A Level Economics:

There are 3, 2 hour exams at the end of the course.

- Paper 1 – Theme 1 & 3; accounts for 35% of the A level
- Paper 2 – Theme 2 & 4; accounts for 35% of the A level
- Paper 3 – All 4 themes; accounts for 30% of the A level

Paper 1 & 2 follow the following format:

Section A comprises a range of multiple-choice and short-answer questions.

Section B comprises one data response question broken down into a number of parts.

Section C comprises a choice of extended open-response questions; students select one from a choice of two.

Paper 3 is a synoptic paper and assesses everything taught over the whole 2 years of the course.

The paper comprises two sections.

Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two.

Teaching Methods

Economics is a new subject to most sixth form students, and therefore there is a substantial amount of Economic theory that is delivered. This is taught in formal classwork and through case study material. Students need to support this with research and individual study. Extensive reading and participation are vitally important.

Career Opportunities

Economics is a popular degree at a University, and can be studied on its own, or combined with a variety of other subjects. The study of Economics at A Level can also lead into other degree subjects such as Business and Finance. It also leads to possible careers in possible careers include: Civil Service, Insurance; Management, Accountancy and Finance.

English

OCR Cambridge Examination Board – AS and A Level English Literature

Course content and structure

AS Level Literature Course content at a glance:

The new AS Level qualification, for first teaching in September 2015, will not count towards the final grade of an A Level, but will be a separate, standalone qualification in its own right. The first assessment of the new AS Levels is June 2016.

There are two examined components and no non-examined assessment at AS Level. The first component focuses on **Shakespeare and Poetry Pre-1900** and the second component explores **Literature Post-1900**, both Drama and Prose enabling candidates to explore individual works of Literature, relationships between texts and significant cultural and contextual influences.

A Level Literature Course content at a glance:

There are two examined components and one coursework component. The two exams are equally weighted and offer opportunities for candidates to provide extended exploratory responses.

The first exam component, **'Drama and Poetry Pre-1900'** offers candidates the opportunity to engage in close reading and pay attention to Shakespeare's use of language. Candidates will answer a two-part question; the first part will focus on an extract from the chosen Shakespeare play and the second part will be an essay question which will assess wider knowledge of the play as a whole.

The second exam component, **'Comparative and Contextual Study'**, will consist of a close reading (unseen exercise) and a comparative essay. The paper will be split into different topic areas (see below). For the first part of this exam students will approach an unseen prose extract, from within their chosen topic area. The second part of the exam will offer students a choice of three questions of which they must answer one question on the set texts they have studied in their chosen topic area.

The **Coursework** component requires candidates to study three texts from across the genres of poetry, drama and prose. Task one offers a choice between a critical piece and a re-creative piece with a commentary. Task two is a 'linked texts' essay focusing on connections and comparisons between two texts.

AS and A Level Literature set texts list

Exam 1: Shakespeare, Drama and Poetry

Shakespeare choices: 'Coriolanus', 'Hamlet', 'Measure for Measure', 'Richard III', 'The Tempest', 'Twelfth Night'.

Drama and Poetry Pre-1900 choices:

Drama: Marlow – 'Edward II', Webster – 'The Duchess of Malfi', Goldsmith – 'She Stoops to Conquer', Wilde – 'An Ideal Husband', Ibsen – 'A Doll's House'.

Poetry: Chaucer – 'The Merchant's Prologue and Tale', Milton – 'Paradise Lost Books 9&10', Coleridge – 'Selected Poems', Tennyson – 'Maud', Rossetti – 'Selected Poems'.

Exam 2: Comparative and Contextual Study, Topic Areas and Core Set Texts

Select one Topic Area:

American Literature 1880-1940: F.Scott Fitzgerald – 'The Great Gatsby', Edith Wharton – 'The Age of Innocence'

The Gothic: Bram Stoker – 'Dracula', Angela Carter – 'The Bloody Chamber and Other Stories'.

Dystopia: George Orwell – 'Nineteen Eighty-Four', Margaret Atwood – 'The Handmaid's Tale'.

Women in Literature: Jane Austen – 'Sense and Sensibility', Virginia Woolf – 'Mrs Dalloway'.

The 'core set texts' above are supported by lists of 'suggested set texts' that support and extend learning.

A Level Candidates will be required to:

- Read texts in a variety of ways and respond critically and creatively
- Have a variety of strategies for reading, including for detail, overview and gist depending on the texts being studied and the purposes for reading them
- Explore comparisons and contrast between texts, establishing links and relationships
- Identify and consider how attitudes and values are expressed in texts
- Draw on their understanding of different interpretations in responding to and evaluating texts
- Communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts
- Use literary critical concepts and terminology with understanding and discrimination
- Make accurate reference to quotations from texts and other sources

Teaching Method

Close study of the selected texts is supported by talks, discussion, dramatization of extracts and use of audio cassette and DVD. Direct teaching methods are used as well as lectures and seminars. Pupils are encouraged to respond sensitively to a wide variety of texts and to challenge and question views expressed. Related theatre, film, lectures and work-shop trips are organised.

French

Course Content/Structure

The GCE AS and A2 courses at KS5 are designed to enable students to develop their linguistic skills alongside their understanding of the culture and society of countries in which French is spoken. The examination board is AQA. It approves all course materials, including textbook and online materials. The course can be studied at AS level and/or as an A level course.

The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. In the second year, further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through actions such as strikes and demonstrations. A focus on teenagers and the extent to which they are politically engaged looks towards the future of political life in French-speaking society. Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills. They will do this by using authentic spoken and written sources in French. Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

The **AS Level / A level Year 1** comprises the study of French social issues and trends. Additionally, a book or film is studied. At **A level Year 2**, these themes are continued along with the study of political and artistic culture political life in the French-speaking world. A further book is studied. Grammar is a key focus throughout the two years of A level study.

Teaching methods

Teaching is conducted in both target and source language, as appropriate. Students will engage in developing the language of analysis and debate; they will be taught how to apply grammatical and syntactical knowledge in order to infer meaning from unseen texts; they will be taught how to respond in writing to a range of prompts, including essay-writing on themes and ideas contained in literary and cinematographic works. This will involve a varied pedagogy and a range of resources including printed, recorded and online materials.

Visits & Enrichment opportunities

We are in the process of sourcing a partner school in France with the aim of developing an e-twinning project. This will enable students to communicate with a speaker of the target language of their own age in order to exchange ideas and information.

A level Assessment

Students will be assessed in four skill areas; listening, speaking, reading and writing.

Paper 1: Listening, Reading and Writing

Students of the AS course will undertake a paper that lasts 1 hour 45 minutes.

Students of the A level course will undertake a paper that lasts 2 hours and 30 minutes.

Listening and Responding, Reading and Responding:

Students will listen to spoken passages from a range of contexts and sources covering different registers and types. The content of the passages will be based on the themes and sub-themes in the specification. Students will read a range of stimulus texts adapted from authentic sources, including online sources. Texts will include contemporary and historical material and will cover non-fiction and literary fiction and/ or material based on literature.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in French. For one question in each of the disciplines of listening and reading, students will need to summarise in French what they have understood from the passage they have heard and the text they have read; marks will be awarded for the quality of French used. Students must write in full sentences and use their own words as far as possible in this question.

In the remaining questions that require a response in French, students should give only the information required by the question. Across the texts for reading, and the passages for listening, reference will be made to at least two French-speaking countries other than France. At least one passage will involve more than one speaker. Passages will be studio recorded. Students will have individual control of the recording.

Translation

In AS, students will translate a passage of 70 words from French into English. In A level, students will translate a passage of at least 100 words from French into English. They will also translate a passage of at least 100 words from English into French. The content will be based on the themes and sub-themes in the specification, and, in the latter discipline, students will be provided with a supporting text in French, giving them some of the vocabulary and structures which they will need for the translation. No dictionaries are allowed in this examination.

Paper 2: Writing

Students of the AS course will undertake a paper that lasts 1 hour 30 minutes.

Students of the A level course will undertake a paper that lasts 2 hours.

Students will answer an essay question in French for each of the two works they have studied (this can be a book and a film, or two books). In AS, this will mean writing an essay upon the book or film studied during the course. Students will have a choice of question on each book/film. All questions will be in French and will require a critical and analytical response. Students will be advised to write approximately 250 words at AS level, and 300 words at A level per essay, though there is no word limit, and everything will be marked. Neither dictionaries nor access to the book(s) and film studied are allowed in this examination. In addition, in the AS course, students will translate a passage of 70 words from English into French.

Paper 3: Speaking

Students of the AS course will undertake a paper lasting 12–14 minutes, plus 15 minutes supervised preparation time.

Students of the A level course will undertake a paper lasting 12–23 minutes, including 5 minutes supervised preparation time. Students may make reference to notes made during this preparation time in the subsequent discussion.

At AS, students will discuss two stimulus cards, one chosen by the student and the other by the teacher-examiner. The card will contain images, text and three questions. A discussion will ensue on the sub-theme outlined on each of the stimulus cards, and each discussion will last for 5-6 minutes.

At A level, the test will be in two parts: in Part 1, students will choose a stimulus card and discuss the appropriate sub-theme for 5-6 minutes.

In both AS and A level examinations, students must, in addition to the discussion, ask the teacher-examiner two questions arising from the material on the card.

Part 2 constitutes the presentation and discussion of students' individual research project. Students will present the findings of their research for up to two minutes. This will be followed by a discussion of the findings of that research lasting a further 9-10 minutes.

Progression and Career Opportunities

An A Level in French can enhance a wide range of employment prospects and prepare students for life as global citizens. As well as being personally rewarding, the qualification is also highly regarded by universities and Higher Education Colleges. It can form the basis of a language degree course or is highly compatible with other subjects as part of a modular or joint honours degree course, such as Engineering, Law, Science, Business, Teaching, Journalism, Leisure and Tourism, Art and Design and Media subjects. People with languages get paid on average £3-5,000 more than those without a language and language graduates have the lowest unemployment rate nationally after those who study Medicine and Law.

Geography

Course Content / Structure

The aim of the course is to encourage students to gain enjoyment, satisfaction and a sense of achievement as they develop their knowledge and understanding of the subject. The content studied enables students to be inspired by their geographical understanding, to engage critically with real world issues and places, and to apply their geographical knowledge, theory and skills to the world around them. Students grow as independent thinkers and as informed and engaged citizens, who understand the role and importance of geography as one of the key disciplines relevant to understanding the world's changing peoples, places and environments.

Content

The course content will include:

- Water and carbon cycles
- Landscape systems
- Global systems and global governance
- Changing place; changing places

Geographical skills include both quantitative and qualitative methods and will be integrated within the content taught. Fieldwork is a requirement.

Teaching Methods

The teaching methods used are similar to those at GCSE, so lessons have a familiar feel, while encouraging and supporting students as they develop as effective independent learners. Methods include:

- Short, structured, enquiry based activities
- Discussion of student ideas
- Teacher led explanations
- Collaborative and independent work
- Guided wider reading and research
- Fieldwork
- Demonstration of Geographical skills
- Teaching of examination technique

Career Opportunities

Geography links very well with a wide range of subjects including Science, Mathematics, English, History, Economics and Business Studies. Geography qualifications are valuable in that they have wide scale applications – Geographers are broad-based employable people. Geography graduates have a wide range of skills and opportunities open to them in industry and administration including environmental science, ecology, surveying, conservation, geology, tourism, landscape, architecture, meteorology, oceanography, town-planning and transport.

History

AQA Examination Board – 1 Year/2 Year course

Course Content/Structure

The new A level History specification consists of two written papers and one personal study option. The AS History course comprises the first parts of the Breadth study and the Depth Study.

At St Joseph's College we are offering the following components:

Component 1:

The Breadth Study, looking at change and development over a broad period of time.

1G Democracy, Empire and War, Britain 1851-1914

Part 1: Imperial Britain, 1851-1914

Part 2: the World Wars and their Legacies, Britain 1914-1964

It provides an overview of the principal political, social and economic developments of a critical period in British history. A central theme is Britain's position in the world.

The examination is 2 hours 30 minutes, worth 80 marks and is 40% of the A level.

Component 2:

The Depth Study, looking at a specific development or period of change.

2R The Cold War 1945-1991

Part 1: To the Brink of Nuclear War, International Relations, 1945-1962

Part 2: From Détente to the End of the Cold War, 1962-1991

This option examines the conflicting ideologies at the heart of the Cold War. It allows students to study conflict in Europe, Asia and the wider world.

Component 3: Historical Investigation.

A Personal Study based on the topic of "The birth and development of the USA, 1789 – 1889".

3,000 to 3,500 words, 20% of the A level.

Teaching Method

- Lectures
- Seminars
- Class Discussion
- Audio-Visual Material
- Use of Documents
- Outside Speakers
- Conferences

Career Opportunities

Provides the skills and intellectual grounding that will open doors to any arts degree and arts based career, particularly law, journalism, research, public relations, management, teaching, Civil Service, museum and archive work.

BTEC Level 3 National Extended Certificate in Information Technology

Overview

This course is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information alongside other fields of study.

Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that from an IT system, managing and processing data to support business and using IT to communicate and share information.

BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. BTEC Nationals are accepted by over 150 UK universities and higher education institutes.

Assessment Pattern

This course is designed to be studied over 360 Guided Learning Hours (GLH).

This course is equivalent in size to one A level. It consists of 4 units of which 3 are mandatory and 2 are externally assessed (marked with an asterisk).

Mandatory Units

Information Technology Systems*	120 GLH
Creating Systems to Manage Information*	90 GLH
Using Social Media in Business	90 GLH

Optional Units (1 required)

Data Modelling	60 GLH
Website Development	60 GLH

Teaching Method

Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

Career Opportunities

The qualification supports entry to further study at university in Business, Computer Arts, Fashion Buying Management, Software Development, Accounting and Finance. The qualification, when studied with other level 3 qualifications, is aimed at progression to higher education but also enables learners to develop knowledge and skills needed for entry-level roles related to IT, including vocational apprenticeship roles and trainee/entry-level roles such as a social media specialist, web/content developer, or business analyst.

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills:

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self -management, adaptability and resilience, self-monitoring and development.

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- to be able to give presentations and be active group members.

Mathematics/Further Mathematics

AQA Examination Board 7357 – 1 Year / 2 Year course

Course Content/Structure

In the Sixth Form, Mathematics is a popular subject and about half of our annual student intake choose to study it. You will have met, at GCSE level, many of the topics to be studied at A Level but these will be extended and studied in greater depth. Exciting and powerful new techniques such as calculus are developed in Pure Mathematics and are applied to the real world through the study of Mechanics, the study of moving and stationary objects, and Statistics, the study of probability and relationships between quantities. Emphasis is placed on applying knowledge to problem solving, both in Mathematics and in other A Level subjects.

If you are considering taking Mathematics at Advanced level, you will be expected to gain a GCSE grade 7 or above in the GCSE Mathematics higher tier or equivalent. Students who obtain a grade 8 or 9 are encouraged to consider AS or A2 Further Mathematics.

Assessment Pattern

There will be three examination papers taken at the end of Year 13, and are a mix of question styles, from short, single-mark questions to multi-step problems.

Paper 1 – Pure Mathematics	2 hrs	100 marks	33⅓% of A-level
Paper 2 – Pure + Mechanics	2 hrs	100 marks	33⅓% of A-level
Paper 3 – Pure + Statistics	2 hrs	100 marks	33⅓% of A-level

Paper 1

Proof
Algebra & Functions
Coordinate Geometry
Sequences & Series
Trigonometry
Exponentials & Logarithms
Differentiation
Integration
Numerical Methods

Paper 2

Any content from Paper 1
Vectors
Quantities & Units in Mechanics
Kinematics
Forces & Newton's Laws
Moments

Paper 3

Any content from Paper 1
Statistical Sampling
Data Presentation & Interpretation
Probability
Statistical Distributions
Statistical Hypothesis Testing

It is expected that students will plan regular times for reviews of lessons and this time may be used to complete homework. The Faculty monitors the progress of each individual student by using a variety of assessed homework's and end of topic reviews.

Teaching Method

Mathematics lessons regularly provide opportunity for collaborative as well as independent work and students are actively encouraged to take responsibility for their own learning. We use a variety of resources, including specific textbooks and practical equipment to aid understanding whenever appropriate. Computers are available for problem solving and real life applications. Regular homework assignments will be set and students will be expected to own a scientific calculator, and ideally a graphic calculator too (advice about suitable models will be given in the first few lessons).

Career Opportunities

A2 Mathematics is a much sought after qualification for entry into a wide variety of full-time courses in higher education. These include university courses or employment in the science, computing, engineering, psychology, geography and business world. Having A2 level Mathematics is a fantastic indicator to any prospective employer that you are able to think logically, work hard and have excellent numeric competency.

OCR Cambridge Technical Creative Media Introductory Diploma

Course Content/Structure

The creative industries are an important growth area in the UK, bringing significant cultural and economic benefits. The Level 3 Cambridge Technical in Media offers a wide range of units to reflect the range of opportunities available within the Media sector. It is an ideal foundation for students, providing them with understanding of Media through engagement with media products, production processes and technologies. This leads to the application of practical and creative skills that transfer easily into the workplace. Equally, however, students will be well equipped to go on to Media based degree courses at University.

Assessment Pattern

Units studied will include the following:

- **Analysing media products and audiences.**
Enabling students to understand media institutions, how they work and the products they produce is the aim of this unit. They'll consider production processes, target audiences, distribution and marketing through the analysis of media products.
- **Scriptwriting for media products**
Students will learn about scripts, and the part they play in a range of media products in this unit. They'll aim to generate a range of ideas, and then use one of these to produce a script for a media product, in response to a client brief. They'll use feedback gained from a client to revise their script.
- **Planning and pitching a print-based media product**
Through this unit, students will consider print-based media products and the importance of research and planning to the production of them. They'll understand how to generate and select ideas for their own print-based media products, and pitch them to an editor, a client or a focus group. They'll understand how to use feedback gained from their pitch to inform a production plan.
- **Print-based advertising media**
By completing this unit, students will learn about advertising campaigns and how print-based advertising media is used within them. They'll understand how to plan an advertising campaign for a product, and how to produce print-based advertisements for this product. They'll also present their ideas for a print-based advertisement, having the opportunity to make refinements to it from the feedback they receive.

The tasks which students complete have been designed to enable learners to understand media institutions, how they work and the productions they produce. They will gain an understanding of the production processes, target audiences, distribution and marketing through an analysis of a chosen media product. Learners will acquire an understanding of the relevant legislation and how it applies to their chosen media product. Work experience, work placements and industry contact will form a key part of the course and students will be expected to be pro-active in the setting up of this.

Benefits

- Cambridge Technicals are exam-free so suit all learning styles
- There's no external assessment, so students are assessed throughout the course
- Includes hands-on practical experience based upon real life scenarios
- UCAS points available at Level 3 to support progression to higher education.

The overall qualification is graded with Pass, Merit, Distinction and Distinction* by the aggregation of points gained through the successful achievement of individual units. The highest qualification grade that learners can get for Cambridge Technicals is a Distinction*, which in terms of UCAS points is equivalent to an A* at A Level.

This course will combine well with subjects such as English Literature, ICT and Business Studies.

Music

Edexcel/Pearson Examination Board – 1 Year AS/2 Year A Level course

Course Content/Structure

This is a flexible specification that includes a varied collection of topics. It recognises that we live in an age of cultural diversity and the 'Areas of Study' cover a wide range of musical styles and genres: classical vocal and instrumental music, music for film, popular music and jazz, fusion music and classical avant-garde music. Each area is seen within a broader cultural and historical context. The course allows students to study music as a practical, intellectual and creative subject with specialist pathways in performing and composing.

Component 1: Performing

Students will perform one or more pieces in the context of a public, recorded recital. The performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology. The total performance time across all pieces must be a minimum of 6 minutes at AS and 8 minutes at A Level, and the expected standard of performance is equivalent to ABRSM Grade 6 at AS and Grade 7 at A Level. However, for top marks students should be aiming to perform ABRSM Grade 7 repertoire (or equivalent) at AS and Grade 8 repertoire (or equivalent) at A Level. Performances must be recorded after 1 March in the year of certification. Performance assessment focuses on technical control, accuracy, expressive control and style. Completed recitals will be internally assessed but moderated by the examination board.

Component 2: Composing

Students will complete a variety of compositional tasks in order to develop both their understanding of the process of composition, and nurture the technical and expressive skills needed by a composer.

Students will complete two compositions for the examination. At AS, the two compositions must last at least 4 minutes and 30 seconds. One composition is to a brief set by Pearson; the other composition may be written to a different brief set by Pearson or may be a free composition. For A Level, the two compositions together must last at least 6 minutes. One must be from a list of four briefs assessing techniques. The briefs are: Bach chorale, two-part counterpoint, arrangement or remix. Briefs are published by the examination board in April in the year of certification. The length of this composition will depend on the brief chosen, and is worth 20 marks. The second composition can be a free choice composition or can relate to one of the six Areas of Study followed in Component 3 (Appraising). The Areas of Study are: 1. Vocal Music 2. Instrumental Music 3. Music for Film 4. Popular Music and Jazz 5. Fusions 6. New Directions. This composition is worth 40 marks and must last no less than 4 minutes. Compositions will be assessed on development of ideas, structure and coherence, expressive elements and technical control.

Component 3: Appraising

Students will study compulsory set works which span a variety of styles and genres. The set works have been grouped into six Areas of Study, each containing two set works at AS and three set works at A Level. Through analysis of these set works and other background research, students should develop their ability to critically reflect upon, evaluate and analyse music in both aural and written form. The use of specific musical vocabulary is necessary for success in this component of the examination, and a strong background knowledge of music from all traditions is vital.

At AS this component is assessed through a 90 examination and marked out of 80. At A Level the component is assessed through a 2 hour listening examination and marked out of 100. The examination will be in two parts: Section A is worth 45 marks at AS and 50 marks at A Level. There will be four questions in this section – three questions are based on extracts from the set works and one question assesses dictation skills (melodic and rhythmic). Section B is worth 35 marks at AS and 50 marks at A Level. Students will complete one essay question on an unfamiliar piece of music and one essay chosen from three optional questions on a set work. Each student will have their own CD containing the extracts of music relating to the examination, and will be in control of listening to the extracts relating to each question.

Assessment Pattern AS/A Level

Performing – AS 30%, A Level 25-35% depending on weighting

Composing – AS 30%, A Level 25-35% depending on weighting

Appraising – AS and A Level 40%

Teaching Method

Combination of group work (listening and analysis) and individual teaching (composing techniques). Instrumental lessons are taken individually. Regular public performances are encouraged and an involvement in a variety of ensembles is a vital aspect of this subject. Continuous assessment of all modules occurs throughout the course.

Career Opportunities

Performer, composer, teacher, music publishing, music retail, arts administration, broadcaster, writer, music journalist, lecturer, critic.

Photography

OCR Examination Board –2 Year Course (H603) Certification 2018

Course Content/Structure

The A Level in Photography consists of two components, both of which are internally assessed and externally moderated by the visiting exam board. Both units will be assessed in May 2018.

The A Level Photography course is suitable to students wishing to pursue an in depth study of Photography whilst developing personally as a practicing photographer.

Photography has been used by practitioners to record, document and present examples of everyday life, in ordinary and extraordinary circumstances. Through learning Photography students will learn how to convey personal identity more widely than in other art form, looking at social, commercial and scientific contexts.

Students will consider the application and implications of new and emerging technologies that can be used in conjunction with traditional and digital photography materials.

During the A Level course students will produce a coursework portfolio exploring Photography based upon themes and ideas developed from a range of starting point. There are three major elements which students will be assessed upon: supporting studies, practical work and a personal investigation. The Personal Investigation will be evidenced through critical written communication showing contextual research and understanding in a minimum of 1000 words of continuous prose, which will contain integrated images. The topics are broad and students are expected to use imagination and creativity to develop the projects to suit their particular strengths in lens based mediums. Students will also work under Controlled Conditions for 15 hours in the photography studio, responding to the Externally Set Assignment by the examination board.

Component One (H603/01)

The Personal Investigation allows students the opportunity to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing resolved outcome(s). This will involve:

- Developing ideas
- Exploring media, developing and applying skills
- Researching, recording, analysing and reviewing
- Creating and presenting outcome(s).

Through the investigation of photographers, students will learn how to develop an individual approach and style to photography. The course will direct students through the realms of film-based photography, digital photography and the moving image. Extensive research using a wide range of techniques will be used at all times in the course. Final pieces are produced on an individual basis. Developmental work is a critical part of this course and the ability to annotate the progressive stages of the work will be essential.

Component Two (H603/02)

Externally Set Assignment incorporates two major elements – preparatory studies and the 15 hour period of sustained focus. During the 15 hour period of sustained focus students will produce the final outcome(s) extending from their preparatory studies in response to the question set by the examination board.

Assessment Pattern

Personal Investigation incorporates two major elements: supporting studies and practical work. Supporting studies and practical work will comprise of a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. Work must cover the four Assessment Objectives and will be marked using the criteria as outline on the OCR assessment grid. 120 marks are available and this unit has a weighting of 60%.

Externally Set Assignment incorporates two major elements: supporting studies and practical work. Students will respond to the externally set question from an early released paper (1st February 2018). Students are given a minimum of three weeks in which to plan and prepare. Students are then given 15 hours controlled time to develop their ideas into a final outcome/ realization. 80 marks are available and this unit has a weighting of 40%.

Each unit is internally marked by the subject teacher. It is then internally standardised as a department and centre before being externally moderated by an OCR examination moderator. All units are displayed within an end of year show for the moderator and public to view. Candidates who follow the endorsed routes must pursue the same endorsements throughout the course.

An important aspect of the student progression in Photography is an ability to express and justify ideas and to develop an understanding of the context of their own work. This can be developed in many ways for example: distilled or expanded from the spoken word such as a critique, a discussion or an interview; through annotation of the developing work; through investigation of some aspect of photography, for example from a museum, gallery or site visit.

Along with writing, another important aspect of student progression in Photography is the application of critical and contextual knowledge and understanding, and an ability to express and justify ideas. Developments of these aspects are integrated within the practical work, written pieces and the spoken word.

Teaching Method

Continuation from GCSE. Formal practices and procedures including:

- Visual research and investigation
- Development of ideas
- Exploration of media, styles, techniques and processes
- Realisation of ideas and contextual and evaluation studies

During the courses there are provisions and opportunities to participate in ARTiculation and study works of art first-hand at galleries and museums nationally and internationally. The Roche Court Educational Trust's ARTiculation initiative is designed to stimulate students' interest and understanding of art while developing individual thinking, observation, research, language and presentation skills. ARTiculation workshops for 14 – 19 year olds are held throughout the year and an annual competition for sixth formers takes place in the spring.

Career Opportunities

This course can be taken to complement other Advances level course such as Fine Art, Mathematics, Physics, English Literature, Psychology, Design Technology and History.

Art & Design Courses including degrees and diplomas, architecture, fashion, specialised police professions, specialised insurance, curators, graphic design, ICT- Graphics, forensic science, journalism. Art & Design students develop skills, which are favoured by universities and employers:

- Peer reviewing
- Presentation skills
- Interpersonal skills and communication
- Self-Esteem
- Confidence building

Physics

OCR Examination Board - 1 Year/2 Year course

Course Content

AS - The course

We study the OCR Physics A - AS course (H156). This course is designed for 1 year and at the end you will end up with an AS qualification. The AS does not contribute toward the marks for the A Level.

The modules

Module 1: Development of practical skills in physics

Module 2: Foundations of Physics

Physical quantities and units; Scalars and vectors; Measurements

Module 3: Forces and motion

Motion; Forces in action; Work, energy and power; Materials; Newton's laws of motion and momentum

Module 4: Electrons, waves and photons

Charge and current; Energy, power and resistance; Electrical circuits; Waves; Quantum physics

Assessment Overview

Paper		Marks	Duration	Percentage of AS	
Paper 1	Breadth in physics		1 hr 30 mins	50%	
	Section A	Multiple choice			20
	Section B	Structured questions covering theory and practical skills			50
Paper 2	Depth in physics		1 hr 30 mins	50%	
	Structured questions and extended response questions, covering theory and practical skills				70

Both exams will take place in the June session of 2017.

A Level - The course

We study the OCR Physics A - A Level course (H556). This course is designed for 2 years and at the end you will end up with an A Level qualification. The AS does not contribute toward the marks for the A Level.

The modules

Modules 1 – 4 are covered from the AS.

Module 5: Newtonian world and astrophysics

Thermal physics; Circular motion; Oscillations; Gravitational fields; Astrophysics

Module 6: Particles and medical physics

Capacitors; Electric fields; Electromagnetism; Nuclear and particle physics; Medical imaging

Assessment Overview

Paper		Marks	Duration	Percentage of A Level	
Paper 1	Modelling physics		100	2 hr 15 mins	37%
	Section A	Multiple choice	15		
	Section B	Structured questions covering theory and practical skills	85		
Paper 2	Exploring physics		100	2 hr 15 mins	37%
	Section A	Multiple choice	15		
	Section B	Structured questions covering theory and practical skills	85		
Paper 3	Unified physics		70	1 hr 30 mins	26%
	Structured questions covering theory and practical skills		70		
Non-exam assessment	Practical Endorsement for physics		Pass/Fail	Non-exam assessment	Reported separately

All exams will take place in the June session of 2018.

Teaching Method

Teaching aims to engage with the student's interest whilst stretching their academic skills. All A Level students are expected as part of their development to engage positively with the challenges that they are set. These include writing up practical work in their own time, making detailed notes during lessons and completing written homework on specific tasks. It is a mistake for students to underestimate the importance of their independent learning, which forms a vital part of their academic journey towards intellectual maturity.

Therefore, students need to augment their study with additional independent research and participate actively in available extra-curricular events, such as Science Master Classes. During the academic year student progress is actively monitored by regular testing. Feedback is given to students and students are expected to correct errors and take the initiative in addressing areas of weakness, with the support of their teacher.

Student performance and progress is regularly reported via the whole school reporting system and is assessed at least in part by a series of examination style questions based on the topics they are studying at the time.

Career Opportunities

Engineering, theoretical physics, aeronautics, forensic science, medicine and related areas as well as computing, communications and areas where sound, mathematical analysis is required e.g. accountancy and banking.

Product Design

OCR Examination Board – 1 Year/2 Year Course

Course Content/Structure

The course is designed to provide opportunities for students to develop their creativity, technological capability and entrepreneurial skills. They will develop skills to produce high quality products, establish a critical understanding of the influences of products and processes and learn to recognise the social, moral and cultural values inherent in a design and technological activity.

The OCR Product Design specification offers excellent progression from the OCR GCSE Product Design with an AS Advanced Innovation challenge unit. The assessment pattern has four units on the use of materials or a combination of focus material areas and is shown below.

Assessment Structure

Unit Title	Description	How it is assessed	Weighting
Advanced Innovation challenge	The Advanced Innovation Challenge requires candidates to design and model in a design workshop or examination room and complete a work book and question paper	Externally marked by OCR	40% AS 20% A2
Product Study	The Product Study consists of product analysis and product development, prototype modelling and testing	Internally marked and externally moderated by OCR	60% AS 30% A2
Design, Make and Evaluate	Candidates are required to produce a coursework portfolio and product which fully demonstrates their designing, making and evaluation skills, using creativity, flair and innovation	Internally marked and externally moderated by OCR	30% AS
Product Design	The subject content of this unit is focused towards products and applications and their analysis in respect of: <ul style="list-style-type: none">• materials, components and their uses• manufacturing processes• industrial and commercial practices	Externally marked by OCR	20% A2

Teaching Method

A taught structured format is given in the delivery of the 'Product Design' and the 'Innovation Challenge' examination modules. The coursework tasks 'Product Study' and 'Design, Make and Evaluate' are determined by the student with extensive teacher support.

Career Opportunities

This qualification would lead naturally to a wide range of design courses including product design, industrial design, advertising and fashion but with its broad consideration of communication methods and the impact of technology on society and the environment, it can complement almost any further study or employment. The knowledge and problem solving skills developed in this course will give a huge advantage to those going on to science and engineering qualifications.

Psychology

AQA Examination Board – 1 or 2 Year course

Course Content/Structure

Why Psychology?

Why is it that some people suffer from stress and mental illness?

Why do some people fear snakes yet a few think they are cuddly?

Psychology looks at questions like these in the study of the human mind and behaviour. It is a science with cutting edge research that has real world applications to issues in everyday life. If you are fascinated by the idea of understanding the brain - if you want to grasp the complexities of human behaviour; Psychology A level is for you.

“Psychology gives you an opportunity to learn, understand and evaluate issues happening around you in your everyday life, which could then be applied to the wider world.”

It is not just a factual subject but enables reflection on one's own experiences. Psychology will offer you a unique academic experience, within a new department as St Joseph's. This will mean engaging and innovative lessons and the chance to shape the A Level for future students.

What skills are needed?

Students who wish to do psychology should be able to learn and memorise terminology, analyse and evaluate scenarios as well as apply the knowledge gained to various aspects of life. There needs to be a high level of commitment and the willingness to work on an ongoing basis. The knowledge gained must then be expressed effectively in writing using evidence that can be found in theories or studies in psychology. The subject requires students to master all relevant theories and studies which are the crucial elements in psychology.

Career Opportunities

Psychology compliments all areas and subjects. Its focus on the human mind, behaviour and thinking is attractive to all employment and areas of work involving a “human” element, including law, management and human resources. The subject also instils skills in research, data-handling, analysis, communication and organisation that go well beyond the value of the material covered. It is, of course, relevant to those interested in psychology at degree level, but also popular amongst students who plan to follow other paths. As a university subject, psychology is popular. Graduates enter a wide range of employment sectors, with only a minority pursuing careers in psychology.

Enrichment Opportunities

There are many opportunities for enrichment within the course, including going to relevant lectures at universities. There are also many opportunities for trips; some ideas include: *Royal Bethlehem Hospital*- tour of the hospital to look at psychology in a clinical setting; *Freud Museum*- links with the Psychodynamic Approach, studies during the AS to enhance subject knowledge; *London Sleep Centre*- develop knowledge of brain physiology and sleep patterns; and *Colchester Zoo*- study primate behaviour for the Learning Approach.

Overview of the course: Specification AQA

Paper 1	Paper 2	Paper 3
Introductory Topics	Psychology in Context	Issues and debates

Assessment Structure

The assessment is based entirely on written exams which will be at the end of each year. The four units will go together to make up the A Level, with each unit counting towards 25% of the entire A Level.

Teaching Methods

Highly engaging subject material, delivered through a wide range of very interactive lessons. IT is used wherever possible to make the subject come alive through pictures, PowerPoints and videos.

Sociology

AQA Examination Board – 1 Year/2 Year Course

Course Content/Structure

Sociology covers a wide range of topics and we select a number of these on the course. It helps students gain a greater understanding on social issues and how society operates. This subject will give individuals a greater appreciation of issues which appear in the news.

Topics include the family where we discuss issues such as divorce, roles in the family and family structure. Education is another area and we analyse the functions of schools and the various influences on educational attainment. Crime has considerable news coverage and students have the chance to investigate the explanations of crime. The course also includes discussions on social class and inequality as well as the research methods used by sociologists.

Assessment pattern

Assessment includes a range of short answer questions and questions which require more extended writing. There is no coursework.

The recent changes for A Levels mean that the new full A Level will be linear, with all assessment at the end of the two years of study. Although the AS Level will be retained, it will be redesigned as a high quality separate qualification.

Teaching Methods

- Formal lessons
- Comprehension
- Analysis of newspapers and television news
- Class Discussion

Career Opportunities

Excellent course which relates to a full range of social issues. Sociology combines well with any other AS and A levels. It is useful for a whole range of University degree courses. Sociology can be of specific use for the following careers – teaching, civil service, law, management, police, and social work.

Spanish

1 Year/2 Year course

Course Content/Structure

The GCE AS and A2 courses at KS5 are designed to enable students to develop their linguistic skills alongside their understanding of the culture and society of countries in which Spanish is spoken. The examination board is AQA. It approves all course materials, including textbook and online materials.

The courses demonstrate a broader context for the study of Hispanic language and culture. Students will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world, and explore the influence of the past on present-day Hispanic communities. They will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement.

The **AS Level** / A level Year 1 comprises the study of Hispanic Social Issues and Trends. Additionally, a book or film is studied. At **A2** these themes are continued along with the study of multiculturalism in the Hispanic world. A further book is studied. Grammar is a key focus throughout the two years of A level study.

Assessment Pattern

Students will be assessed in all four skill areas; listening, speaking, reading and writing.

Speaking:

Students are examined on their ability to discuss a sub-theme from the prescribed syllabus. The examination lasts between 12 and 14 minutes and constitutes 30% of the overall AS grade.

Listening, Reading and Writing:

Students will undertake a paper that involves the following:

- Listening and responding to spoken passages from a range of contexts and sources covering different registers. Material will include complex factual and abstract content, and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording. All questions are in Spanish, to be answered with non-verbal responses or in Spanish (30 marks).
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. All questions are in Spanish, to be answered with non-verbal responses or in Spanish (50 marks).
- Translation into English; a passage of minimum 100 words (10 marks).
- Translation into Spanish; a passage of minimum 100 words (10 marks).

Students are assessed on their ability to complete two sections on this paper, the first is a listening and writing section which is worth 55 marks and the second is a reading and writing section worth 85 marks. Both sections require students to understand a stimulus and respond in a variety of ways from tick-box to extended written answers. This is a 2 hour 30 minute paper.

A2 Unit 3: Speaking (F723)

Students are given preparation time to read an article taken from a Spanish newspaper or magazine and then they discuss the topic covered in the article with the teacher-examiner for 5-6 minutes. This task is worth 30 marks. Students then have to discuss, with the teacher-examiner, two contemporary topics of their choice linked to a country or community where the language is spoken. This lasts 10-12 minutes and is also worth 30 marks.

A2 Unit 4: Listening, Reading and Writing 2 (F724)

Students complete three sections on this paper, the first is a listening and writing section which is worth 35 marks, the second is a reading and writing section worth 60 marks. Both of these sections require students to understand a stimulus and respond in a variety of ways from tick-box to extended written answers. The third section is a writing section where students have to write an extended essay worth 45 marks. There is a choice of two titles in each topic area. One of the choices will be discursive in nature, the other more imaginative. This is a 2 hour 45 minute paper.

Module of Assessment	Minutes	AS%	A2%
AS Module 1 - speaking	15	30%	15%
Module 2 - listening, reading, writing 1	150	70%	35%
A2 Module 3 - speaking, reading	15		15%
Module 4 - listening, reading, writing 2	165		35%

Teaching Method

- Majority of teaching is done in the foreign language
- Access to native speakers where possible
- Wide range of modern authentic materials
- Audio/visual materials are increasingly used
- Students are encouraged to expose themselves to the language as much as possible; talking/reading/watching films/travelling, etc.

Career Opportunities

An A Level in Spanish can enhance a wide range of employment prospects and can facilitate foreign travel. As well as being personally rewarding the qualification is also highly regarded by Universities and Higher Education Colleges. It can form the basis of a language degree course or is highly compatible with other subjects as part of a modular or joint honours degree course, such as Engineering, Law, Science, Business, Teaching, Journalism, Leisure and Tourism, Art and Design and Media subjects. People with languages get paid on average £3,000 - £5,000 more than those without a language and language graduates have the lowest unemployment rate after Medicine and Law.