



St Bernard's High School
A CATHOLIC ACADEMY FOR ARTS AND SCIENCE



Sixth Form Prospectus: Course Guide September 2018



Mission Statement

St Bernard's is a school community, which aims to live by Jesus' commandment, "Love one another as I have loved you."

We are a Catholic learning community committed to the on-going development of the entire potential of every person, achieved through a broad, balanced and relevant curriculum.

We embrace an inclusive attitude in all we do. We welcome students to our Sixth Form irrespective of their faith and religious beliefs as this is not a criterion for entry - we do, however, expect all within our community to respect the special ethos at the school. There will be opportunities to formally celebrate faith through a lively relevant liturgy as well as recognizing our responsibilities to our local, national and global community through charity work.

We care for each other as individuals of equal worth, regardless of status, sex, race or religion actively promoting safeguarding, justice and fairness.

We provide an atmosphere in which all can grow spiritually, academically, intellectually and socially.

We work with parents, parishes, local communities and industry to prepare our students for the opportunities of adulthood.

Beliefs, Values and Growth

A fullness of life for everyone involves discovering and developing a personal faith to give meaning and purpose to life. At St Bernard's all faiths are respected but the values of the Catholic Christian tradition underpin our ethos and influence our actions.

Opportunities to discover and develop students' spirituality are provided through the general Religious Studies programme, worship with the rest of the school and within the Sixth Form assemblies and times of reflection.

Responsibilities and privileges are an important, enjoyable and rewarding part of Sixth Form life through which students grow in confidence, develop social skills and improve self-discipline.

There are many extra-curricular activities which enhance the study programmes and are an important aspect of personal development. Visits to the Higher Education Fair, colleges and universities, study days, overseas visits as well as the normal range of field study courses bring added variety to Sixth Form life.

The Sixth Form itself generates many social activities and is also involved with work within the wider local, national and global community.

Dress Code

St Bernard's Sixth Form has a dress code appropriate for a formal working environment and a new dress code is planned for September 2018. The way the Sixth Form dress for study should be in keeping with employment in a professional environment, therefore a blazer, skirt and trousers will be available from our usual supplier.

Opportunities for all

Our students develop life-long transferable skills, become independent and resilient learners and are ready to embrace the challenges and opportunities which lie ahead. These enable all students to be independent enquirers and creative thinkers who can be focused team workers and effective participators because they can be self-managers of their workload and thus reflective learners.

All courses emphasise opportunities to develop the core skills of communication and ICT, with many also placing emphasis on application of number. In addition, the process of learning is enhanced through a problem-solving approach to the curriculum which facilitates students in improving their own learning and performance. These skills dovetail with the development of independent learning, which is so vital for a successful Sixth Form student.

"St Bernard's High School recognises individual needs and provides support for everyone. There is a variety of courses available and good careers advice."

Students will have the opportunity to undertake an Extended Project Qualification should they desire. This is designed as a 'stretch and challenge' opportunity and is highly regarded by major universities and potential employers.

In order to support a healthy lifestyle, students also have the opportunity to continue with a range of PE and sporting activities.

A full tutorial programme is offered which supports our students as they prepare for Higher Education, further training, or employment.

The school holds the prestigious NACE Challenge Award which recognises the support and challenge given to all learners including the most able.

Work Experience and work shadowing are available and are a valuable preparation for the next stage of a student's career. Students are supported by a dedicated Careers Coordinator who provides Independent Advice and Guidance (IAG) on progression routes and career aspirations.

Students are given the opportunity to participate in a range of activities that are aimed at widening participation in higher education. These include:

- Free taster courses – linked to the Sutton Trust and UNIQ run summer schools.
- Oxford University & Cambridge University Undergraduate Shadowing Schemes – these opportunities provide an invaluable insight into life at the prestigious institutions.
- Sutton Trust US Programme gives students a taste of life at an American university including spending a week in America.

Sixth Form Facilities

In addition to all of the specialist facilities available in the main school there is a dedicated study centre for Sixth Form students. This centre is fully equipped with ICT facilities and an area to enable private study.

Student Leadership Programmes

All of the students at St Bernard's have the opportunity to participate in a Leadership Programme.

There are four areas of interest to choose from:

Duke of Edinburgh's Award

The Duke of Edinburgh's Award gives opportunities for personal achievement, community and social involvement, adventure and the discovery of new talents and interests. Since the criteria for gaining an Award are individual improvement and achievement, all young people, including those with special needs, can participate fully. The Award carries with it considerable currency and has an enviable reputation nationally, particularly the Gold Award. For each award those taking part have to complete the requirements of four sections:

- Service
- Expedition
- Skill
- Physical Recreation

For the Gold Award, students also have to complete a Residential Project and display sound leadership qualities.

St Bernard's Award in Community Sports Leadership

The award gives opportunities to lead groups in safe sporting and recreational activity, encouraging responsibility for others, developing organisational and communication skills and instilling confidence in people for whom leading groups in sporting activities is a new experience. The majority of the course is practical in nature with an emphasis on learning through doing. The assessment is in the form of maintaining a log book, provided by the Physical Education department.

The Gold Arts Award – Arts Council England

Students will research the world of the arts and take individual responsibility for leading



an arts project. To obtain a Gold Arts Award, students try out a new art form and make new art work. They work alongside artists and find out about current issues which affect the arts.

In addition, students plan, deliver and evaluate an arts project, which includes a public audience. The second section of the Gold Arts Award gives them the opportunity to take responsibility for an arts project—they will lead a team or work on their own.

Voluntary Work

The Sixth Form has built an excellent working relationship with a number of local and national volunteering organisations and students can play an active role in supporting their local community through a range of voluntary experiences.

In addition, students can support younger students by volunteering to be Learning Ambassadors.

Choosing the Right Courses

It is particularly important at the beginning of a Sixth Form career to ensure that the choice of courses provides a coherent base for Further/Higher Education or employment.

Some subject combinations are better than others, leading to a wider or more appropriate range of higher and further educational courses. Therefore, it is essential to discuss the combination of subjects - as well as the demands and the content of the courses - before making the final choice.

Various computerised information systems are available to help with the choice of careers and courses at university, including Higher Ideas and online career packages.

All university prospectuses are catalogued within the school and students have ready access to university information via the Internet. A programme of university visits and the Higher Education Fair is part of the Sixth Form calendar.

Advice is available from a number of sources - Form Tutors, the Director of Sixth Form Studies, members of the school's Senior Leadership Team and the school's Careers Coordinator to assist in the choice of courses and staff are available at the Open Evening, or by appointment.

Offers of places are made to those students who meet the entry requirements. At the start of your Sixth Form career a review will take place of your preliminary choices in the light of your actual GCSE results.

The expectation is that students study three A level subjects for two years.

There is the opportunity for some students, where appropriate, to study an extra subject and there is an Oxbridge preparation group to support students aspiring to gain places in the most competitive areas of university study.

2015 saw the introduction of new A level specifications which are linear and examined at the end of two years. These new linear A level specifications have been introduced gradually over a period of three years.

This prospectus reflects our intended curriculum offer for 2018. However, the school reserves the right to review this curriculum offer in the light of subsequent Government announcements regarding the KS5 curriculum which arise following publication of this prospectus.

Specific support programmes will be tailored for those students intending to apply for BMAT, UKCAT, HAT and similar examinations, and these will be delivered by the relevant curriculum areas. Where students have specific exam-related questions, they should speak directly to the Examinations Officer.

Entrance Requirements

Prospective Sixth Form students are encouraged to visit the school in the autumn term. Application details, including a prospectus, can be obtained via the school website. The closing date for application is the final day of the autumn term.

Late applicants will be considered at any time up to the end of the spring term; however, it should be noted that for late applications some courses may already be full.

Students should complete the appropriate application form and return it to the school by the deadline published. Up to 25 students per year group can be accepted into the Sixth Form from other schools in addition to those students in Year 11.

Places on A Level courses can, subject to availability, normally be offered to applicants who meet the minimum course requirements.

Our Sixth Form entry requirement is to achieve a grade in GCSE English and Mathematics that does not require a re-sit, in addition to meeting the individual subjects' entrance requirements.

Generally, students are most successful when they choose subjects which they enjoy and in which they have achieved their best GCSE results. They may decide to study subjects that they have not followed in Year 11. They should discuss this with the subject tutors who will be able to give further information.

Oversubscription Criteria

Should there be more external candidates of the required level than there are places available the selection of students will be based on rank ordering the best 8 GCSE points scores.

Progression

Progression into the second year of the A Level course is dependent on successful completion of Year 12. This will be based on Teacher Assessment throughout Year 12, and the internal examination at the end of Year 12.

A level Subjects Available

The subject blocks will be constructed to enable the greatest number of students to study the subjects of their choice.

At this stage we are still considering the best way in which to block these subjects and some combinations may not be possible. Please note that a subject may not run if there is insufficient demand for it.

Student Support Services

Academic Support

Students are taught by highly skilled, well qualified subject specialists. They provide guidance in developing learning skills to support study at an advanced level.

They will provide extension materials to challenge and intervene if students require extra support. The Director of Sixth Form Studies and Form Tutors will track student progress and work with students to ensure they do their best and meet their full potential.

Students receive a Target Grade in each subject that they study; this grade will be based on overall attainment at GCSE. Academic progress will be regularly monitored against their Target Grade and if necessary intervention strategies are introduced to help students achieve their potential.

There is a large team of professionals available to advise and guide on Careers and Further/Higher Education. These include Form Tutors, the Director of Sixth Form Studies, members of the school's Senior Leadership Team, the Careers Coordinator, School Counsellor and Learning Coach. In addition, students have the opportunity to undertake work experience and make visits to a range of universities.

Personal Support

The Form Tutor is responsible for overall discipline and organisation.

There is a big difference between studying for GCSE subjects and Sixth Form work, but we try to help students make the most of their time in Sixth Form by supplying a basic set of guidelines, on which they can build their own study timetable, and by providing supervised study periods. Form Tutors give advice on how to organise private study and on setting realistic targets, using a value added approach.



Financial Support: 16 – 19 Bursary Fund

The Government wishes to close the gap in attainment between those from less affluent and more affluent backgrounds and to ensure that every young person participates in and benefits from a place in 16-19 education and training.

Therefore, the Government provides the school with a fund to which students can apply for financial assistance to support the purchase of books, materials and the like in support of their studies.

Information about who is eligible and how to access the funds is provided to all students at the start of each year.

What People Say

“There is a strong sense of community and excellent support from staff. There is also a wide range of subjects including new and interesting ones such as Psychology, Media and Sociology. There is always someone to talk to if you have a problem.”

“St Bernard's High School recognises individual needs and provides support for everyone. There is a variety of courses available, excellent career advice and arrangements for work experience.”

"There is a positive learning atmosphere in lessons and teachers have high expectations for all students.”

“There are many opportunities for students to demonstrate leadership and make a contribution to the whole school.”

“The teaching staff really take time to understand each individual's aspirations and they work their hardest to ensure these can be achieved.”

Applied Science

Course Content:

Unit 1: Principles and Applications of Science

This unit covers some of the key science concepts in Biology, Chemistry and Physics.

The topic areas covered in this unit include: animal and plant cells; tissues; atomic structure and bonding; chemical and physical properties of substances related to their uses; waves and their application in communications.

Unit 2: Practical Scientific Procedures and Techniques

This unit introduces you to standard laboratory equipment and techniques, including titration, colorimetry, calorimetry, chromatography, calibration procedures and laboratory safety.

Unit 3: Science Investigation Skills

In this unit, you will develop the essential skills underpinning practical scientific investigations. As well as drawing on Unit 1 and Unit 2, these skills will be delivered through subject themes ranging from enzymes and diffusion to electrical circuits. The subject themes provide different contexts for the development of the investigative skills.

Choice of Optional Unit

You would complete one optional unit. We plan to offer a choice of 3 optional units, one each from Biology, Chemistry and Physics drawn from the larger complete list given in the specification.

Assessment:

Internally set and marked assignments in Practical Scientific Procedures and Techniques.

Task in Scientific Investigation Skills: This will be assessed through a written taskbook worth 60 marks. The task is set and marked externally and will be completed in one sitting, within a supervised assessment period of one week. The assessment task will assess your ability to plan, record, process, analyse and evaluate scientific findings, using primary and secondary information and data.

Written Examination in Principles and Applications of Science: The examination is worth 90 marks, and is set and marked externally. The exam will last one hour and 30 minutes. The paper is split into three sections, each worth 30 marks:

- Section A – Biology
- Section B – Chemistry
- Section C – Physics

Internally set and marked assignments for one optional unit.

This course will suit those students who wish to complement their other studies with a course that supports their general interest in the application of Biology, Chemistry and Physics to real life situations.

Career Opportunities & Possible Degree courses:

This course will support a wide variety of career choices dependent on the other subjects studied. Science investigative skills will help you in many scientific or enquiry-based learning courses in higher education, as well as prepare you for employment.



Course: Level 3 National Extended Certificate (equivalent in teaching time to one A level)

Examination Board: Pearson

Specification Code: BTEC 601/7436/5

Minimum Subject Specific

Entry Requirements: 5 in GCSE Mathematics and 5 in a GCSE Science

Head of Subject: Mr P Goodfellow

Art & Design - Fine Art

Course Content:

Students will produce practical and critical contextual work in one or more areas including painting, drawing, mixed media, sculpture, land art, installation, print making, film, animation, video and photography. Drawing is a compulsory element of the course.

Students will need to generate and develop ideas, research work of other artists, record first-hand observations, experiment with media and processes, and review and refine ideas towards producing a personal and meaningful outcome.

Year 12

In the first year of the course, students will learn new techniques and use new materials to explore a theme. Observational work will be a key aspect at the start of the course. As students progress into the course, a greater level of independence will be required in order to explore themes in a more personal and unique way. Work from this year will contribute to their overall portfolio of evidence. A mock exam will be carried out towards the end of Year 12.

Year 13

In the second year of the course, students will complete a practical study supported by a written essay. Students are required to conduct a practical investigation into an area, issue, concept or theme that interests them. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realization.

Unit 2 - Following receipt of the externally set assignment paper, students should consider the broad theme as a starting point and create preparatory work that should be presented in a sketchbook. Following the preparatory period, students must complete 15 hours of unaided, supervised time. In the 15 hours students must produce a finished outcome or series of finished outcomes, informed by their preparatory work.

Assessment:

Unit 1 - Personal Investigation supported by written element

Unit 2 - Externally Set Assignment

This course will suit students who enjoy the opportunity to explore independently and develop their own intentions.

“Art is an amazing and memorable subject, which is guided with fun lessons but is independent with your imagination.”

Career Opportunities & Possible Degree courses:

There are many careers in art, craft and design. Often students opt to take a one-year foundation course before applying to a specialist art course at degree level. For careers in

the creative industry a Fine Art course will provide a varied portfolio of evidence. Past students have gone on to pursue careers in the following fields: Fine Art, Illustration, Product Design, Textile Design, Theatre and TV Set Design, Costume Design, Art Restoration, Teaching, Architecture, and Art Therapy.

Examination Board: Edexcel

Specification Codes: 9FA0

Minimum Subject Specific

Entry Requirements: 6 in GCSE Art & Design (Fine Art or Graphic Communication), or submission of a portfolio

Head of Department: Mr M Galton

Art & Design - Graphic Communication

Graphic Communication is the art and practice of planning and projecting ideas and experiences with visual and textual content. The form of the communication can be physical or virtual, and may include images, words or graphic forms. The experience can take place in an instant or over a long period. The work can happen at any scale, from the design of a single postage stamp to a national signage system, or from a company's digital avatar to the sprawling and interlinked digital and physical content of an international brand. It can also be for any purpose whether commercial, educational, cultural or political.

The field of graphic design represents a large profession, one of the largest in the world. The profession embraces change, requiring those pursuing graphic communication careers to learn new and diverse skills continually.

Graphic Communication includes electronic and traditional printing, publishing, packaging, digital imaging, computer graphics, website development, digital photography, printable electronics and related areas. The discipline includes media and mass communication involving the creation, production, management and distribution of advertising, marketing, web sites, books, magazines, newspapers, catalogues, packages and other media in printed and digital form.

Course Content:

Students are introduced to a variety of experiences that explore a range of graphic communication media, processes and techniques, and they are encouraged to investigate both traditional and new media. Students explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. They explore relevant images, artefacts and a diverse range of resources, including European and non-European examples and their responses and final outcome responses are evidenced through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. Students are required to work in one or more area of graphic communication, including these listed below. Students may explore overlapping areas and combinations of areas comprising for example:

- interactive media (including web, app and game design)
- advertising
- packaging design
- design for print
- illustration
- communication graphics
- branding
- multimedia
- motion graphics
- design for film and television.



Assessment is Linear:

Year 12

Unit 1 - Coursework Portfolio / Personal Investigation

Unit 2 - Internally Set Assignment

Year 13

Unit 1 - Coursework Portfolio / Personal Investigation

Unit 2 - Externally Set Assignment

Career Opportunities & Possible Degree courses:

Depending on the business context and stage of career, graphic designers can find themselves with a number of different job titles. Within many publications, institutions or agencies, a junior designer will typically rise to a senior designer, art director and then creative director. Depending on the industry served or the medium, the junior designer may be called a graphic designer, UI/UX designer, visual designer, motion designer, digital designer, web designer, animator, production artist or graphic artist. At the mid-level, the title may be more specific: information designer, interaction designer, product designer, environmental graphics designer, information architect, package designer, exhibition designer, experience designer or content strategist. At the executive level, designers occupy positions such as owner/founder, executive creative director, head of design or chief creative director.

There are many universities offering graphic design courses from pure graphic design and graphic communication to the highly specialised fields including areas such as illustration, animation, game and app design.

Employment opportunities are varied and span, for example, the world of publishing, television, web design, typography, gaming, media, packaging, event management,

illustration and even music.

Examination Board: AQA

Specification Code: 7203

Minimum Subject Specific

Entry Requirements: 6 in GCSE Art & Design (Fine Art or Graphic Communication)
or 6 in GCSE Graphic Products, or submission of a portfolio

Head of Department: Mrs H Pestana

Art & Design - Photography

Photography is one of the most important and influential means of modern communication. It is used to convey personal identity, is applied in the creative process across art, craft and design and is widely used in social, commercial and scientific contexts. The A level course will develop students' creative, intellectual and practical skills.

Course Content:

Practical assignments will teach the techniques of photography. As the course progresses, students will produce practical and critical contextual work in one or more areas of photography including: Portraiture; Landscape; Documentary and Photojournalism; Still Life; Fine Art and experimental imagery; Multimedia and photographic installation.

Students will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes using both traditional, new and emerging technologies.

Students will use sketchbooks to underpin their work, demonstrating research and clarifying how ideas have been developed. Drawing forms an essential element of both the

development and final product. A camera can record the observed world but is not able on its own to explore ideas. Students must reflect on, refine and apply the observations they make with a camera, and determine which tools or techniques are appropriate in their exploration of ideas.

Unit 1 - Personal Investigation

This unit will be comprised of many short projects. Initially, the emphasis of this unit will be on the development of understanding and skills using appropriate equipment, processes and techniques. Both traditional methods and digital techniques will be used to produce an extended collection of work and imagery. This will be supported with research into artists and photographers, enabling students to place work into a wider cultural situation. As students confidence with the technical aspects of Photography grows, emphasis will shift to the creativity of their outcomes. Students will use Photoshop and mixed media to manipulate their photos in response to a theme. One of the projects must be accompanied by a 1000-3000 word essay. This personal study can focus on any concept, but it must be related to their own ideas,

investigations and practical work. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. Students will also express personal interpretations or conclusions, and use technical and specialist vocabulary.

Unit 2 - Externally set assignment

Students respond to a stimulus, provided by the awarding body, to produce work which provides evidence of their ability, to research and develop ideas, to make a clear link between their own and others' work within specified time constraints. Following the preparatory period, students must complete 15 hours of unaided, supervised time. Students should produce an extended portfolio supporting and demonstrating

aspects of their developing knowledge, skills and understanding of work carried out during Year 12.

Assessment:

The course will be assessed through a mock exam in Year 12, coursework, which will be completed throughout the course and a final practical exam in Year 13.

Unit 1 – Coursework - Personal Investigation supported by written element

Unit 2 - Externally Set Assignment

This course will suit students that wish to learn and develop photography skills such as exposure, lighting and composition, along with image manipulation using Adobe Photoshop. As well as the digital forms of photography, you will explore traditional film photography and darkroom printing.

“I have so much passion and enjoyment for this course, however, it requires dedication and time”

Career Opportunities & Possible Degree courses:

Studying an A level in Photography as part of a full-time A level programme could lead on to a wide variety of degree and foundation subjects at university. For careers in the creative or media industries a Photography course will provide a varied portfolio of evidence, demonstrating an understanding of photographic media, techniques and processes.

Students may go on to pursue careers in Fine Art Photography; Portrait Photography; Photojournalism; Fashion Photography; Commercial Photography, Scientific or Medical Photography, Sports Photography, Photo Editing or Visual Arts.



Examination Board: EDEXCEL

Specification Code: 9PY0

Minimum Subject Specific

Entry Requirements: 6 in GCSE Art & Design (Fine Art or Graphic Communication),
or submission of a portfolio

Head of Department: Mr M Galton

Biology

Course Content:

Year 12

Module 1: Development of practical skills in Biology.

Module 2: Foundations in Biology including: Cell structure, cell membranes and cell diversity, Biological molecules, Nucleotides, Enzymes.

Module 3: Exchange and Transport including: Exchange surfaces, Transport in plants, Transport in animals.

Module 4: Biodiversity, evolution and disease including: Communicable diseases, Biodiversity, Classification and evolution.

Year 13

In addition to the Year 12 content students will also study:

Module 5: Communication, homeostasis and energy including Communication and homeostasis, Excretion, Nervous and hormonal communication, Plant and animal

responses, Photosynthesis, Respiration.

Module 6: Genetic, evolution and ecosystems including Cellular control, Patterns of inheritance, Manipulating genomes, Cloning and biotechnology, Ecosystems, Populations and sustainability.

Assessment:

Paper 1 'Biological Processes' – covering material from modules 1, 2, 3 and 5 through a mixture of multiple choice and structured questions including calculations and evaluation of practical experiments (135 minutes).

Paper 2 'Biological Diversity' - covering material from modules 1, 2, 4 and 6 through a mixture of multiple choice and structured questions including calculations and evaluation of practical experiments (135 minutes).

Paper 3 'Unified Biology' – covering material from all modules including calculations and evaluation of practical experiments (90 minutes).

All A level papers will be synoptic, expecting students to link different areas of the course and will assess practical skills and scientific thinking through examination questions.

The A level will also carry a Practical Endorsement which students will achieve by completing a number of practical activities to a high level of competence. The endorsement does not affect the A level grade the student achieves.

This course will suit motivated students who have a keen interest in Biology.

Career Opportunities & Possible Degree courses:

Medicine, Oceanography, Marine Biology, Pathology, Forensic Science, Dietetics, Biology,

Biochemistry, Genetics, Veterinary Medicine, Dentistry, Zoology, Botany, Environmental Sciences, Biomedical Research, Cancer Research, Forestry and many more. There are also a wide range of technical and managerial posts which require scientific knowledge.

Examination Board: OCR

Specification Codes: H420

Minimum Subject Specific

Entry Requirements: 6 in GCSE Mathematics and 6 in two GCSE Sciences

Head of Subject: Mrs L Panter

Business

This course takes a holistic approach to Business, it demonstrates the interrelated nature of business using models, theories and techniques to support the analysis of contemporary business issues and situations. Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – skills that are key whether pursuing further study or employment.

Course Content:

Year 12

An introduction to key business areas: marketing, operations, finance and human resource management. This includes a special focus on decision making – particularly how decisions made in one area can affect the rest of the business.

Unit 1 – What is business?

Unit 2 – Managers, leadership and decision making

Unit 3 – Decision making to improve marketing performance

Unit 4 – Decision making to improve operational performance

Unit 5 – Decision making to improve financial performance

Unit 6 – Decision making to improve human resource performance

Year 13

An investigation of the strategic decisions that all businesses have to make.

Unit 7 – Analysing the strategic position of a business

Unit 8 – Choosing the strategic direction

Unit 9 – Strategic methods: how to pursue strategies

Unit 10 – Managing strategic change

Methods of Assessment:

The assessment consists of three 2 hour written exams taken at the end of the two-year course. Each exam will be worth a third of the A level. All three papers will draw on material from the whole course, and will feature a range of question styles including multiple choice questions, short answer questions, essay questions, data response questions and case studies.

Examination Board: AQA

Specification: 7132

Minimum Subject Specific

Entry Requirements: 6 in GCSE Business Studies, or 5 in GCSE English and 5 in GCSE Mathematics

Teacher of Subject: Mrs A Stenhouse



Chemistry

Course Content:

Year 12

Module 1: Development of practical skills in Chemistry:

Students will develop the skills of planning, implementing, analysis and evaluation.

Module 2: Foundations in Chemistry:

Students will learn about the atom, compounds, molar equations and acid-base and redox reactions.

Module 3: Periodic Table and energy:

Students will learn about periodicity, group 2 elements, the halogens, reaction rates and enthalpy.

Module 4: Core organic chemistry:

Students will learn about hydrocarbons, alcohols and haloalkanes. They will also learn about organic synthesis and analytical techniques.

Year 13

Module 5: Physical chemistry and transition elements:

Students will learn about reaction rates and equilibrium, pH and buffers as well as electrode potentials.

Module 6: Organic chemistry and analysis:

Students will learn about aromatic compounds, carbonyl compounds, polymers and chromatography and spectroscopy.

Assessment

Paper 1: 2 hour 15 minute external examination assessing content from modules 1, 2, 3 and 5

Paper 2: 2 hour 15 minute external examination assessing content for modules 1, 2, 4 and 6

Paper 3: 1 hour 30 minute external examination assessing content from modules 1 to 6.

Practical endorsement: Students complete a minimum of 12 practical tasks to demonstrate practical competence. Performance in these activities will be reported separately to the A level grade and will be awarded on a Pass/Fail basis.

This course will suit students who are curious about why matter behaves in particular ways and who enjoy using analytical and logical skills to solve problems.

Career Opportunities:

Chemists are employed in all areas of industry, forensic science, medicine and environmental science. The general skills acquired in studying Chemistry are also those precisely required in many areas of commerce, finance, accounting, banking and law.

Possible Degree courses:

Chemistry, Medicine, Forensic Science, Veterinary Science and Law.

Examination Board: OCR

Specification Code: H432

Minimum Subject Specific

Entry Requirements: 6 in GCSE Mathematics and 6 in two GCSE Sciences

Teacher of Subject: Mrs M Austin

Dance

Dance qualifications are dynamic and encourage students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education and employers, and will help them stand out in the workplace whatever their choice of career.

Course Content:

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

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

Component 1: Performance and Choreography (worth 50% of total mark)

Component 2: Critical Engagement (worth 50% of total mark)

Assessment:

Practical examination, testing solo performance linked to a specific practitioner within an area of study; assesses performance in a quartet and group choreography.

Written examination; 2 hours 30 minutes; testing knowledge, understanding and critical appreciation of one compulsory and one optional set work and their location within a

corresponding area of study. Current compulsory set work is Christopher Bruce's 'Rooster'. This course will suit students who enjoy and are skilled at dancing and choreographing. Those who want to develop significant knowledge by studying dance, personal performance and choreography experience and engage in critical thinking about Dance as an art form.

Career Opportunities & Possible Degree courses:

Performing, Choreographing, Teaching, Dance Critic, Arts Administration, Fitness. Dance, Theatre Dance, Dance and Education to PGCE, Performing Arts.

Examination Board: AQA

Specification Codes: 7237

Minimum Subject Specific

Entry Requirements: 6 in GCSE Dance or Grade 5 in a recognised Dance Syllabus

Head of Subject: Mrs S Alexander

Drama and Theatre

Course Content:

Year 12 serves as a basis for knowledge and skill development in Drama and Theatre as well as acting as a 'mock' for year 13. Through practical workshops and research sessions, students will explore a range of theatre practitioners, styles and genres. Students partake in an assessed group devised performance and an assessed group scripted performance as well as various other individual and group performances and presentations. In year 12 students also begin to study and explore the set texts that are prescribed for the written exam in year 13.



Component 1: Devising (40 % of total marks)

1.1: A portfolio recording work undertaken (60 marks)

1.2: The Devised Performance (20 marks)

Component 2: Text in Performance (20% of total marks)

2.1: A group performance (36 marks)

2.2: A monologue or duologue (34 marks)

Component 3: Written Examination (worth 40% of total marks)

3.1: Live Theatre Evaluation (20 marks)

3.2: Page to Stage – Realising a Performance Text (36 marks) – Accidental Death of an Anarchist by Dario Fo

3.3: Interpreting a Performance Text (24 marks) – Lysistrata by Aristophanes

Assessment:

A mixture of internal assessment of practical skills and external written examinations testing the full range of subject-specific skills.

This course will suit students who are excited by and passionate about Drama and are keen to develop their experiences of classic and contemporary theatre.

“It’s great to work so intensely and creatively with other students, you become really close and help each other develop in confidence and performance strength.”

Career Opportunities & Possible Degree courses:

Acting, Directing, Playwriting, Teaching, Designing, Dramaturgy, Management, Arts

Administration and many more.

Examination Board: Edexcel

Specification Codes: 9DR0

Minimum Subject Specific

Entry Requirements: 6 in GCSE Drama or 6 in GCSE English if Drama not taken.

Head of Subject: Mrs M Bel

English Language and Literature

Course Content:

Component 1: Voices in Speech and Writing:

This will involve wide reading and exploration of the role of the writer’s ‘voice’ in non-fiction texts, making connections between texts as well as evaluating the significance and influence of context. Students will also study one literary drama text, giving them the opportunity to explore how writers create different voices within a literary genre.

Component 2: Varieties in Language and Literature:

This unit involves the study of two literary texts linked by theme. Students will also study a wide range of unseen non-fiction texts.

Component 3: Investigating and Creating texts:

This unit requires the production of two writing pieces – one fiction and one non-fiction – and one analytical commentary.

Assessment:

Two examinations (June) and one internally assessed coursework portfolio (April)

This course will suit those who enjoy reading and critically exploring a wide range of spoken and written texts. Accurate and coherent written expression is essential for the A level's creative writing component.

Career Opportunities & Possible Degree courses:

Communications, Media, Performing Arts, Journalism. BA Hons English Literature, Humanities, English Law, English Linguistics, English Education and Drama.

“I chose English because of the creative writing; this is only a small part. Choose this subject if you enjoy analysing how writers craft language.”

Examination Board: Edexcel

Specification Codes: 9ELO

Minimum Subject Specific

Entry Requirements: 6 in GCSE English Language and 6 in GCSE English Literature

Head of Subject: Mrs L-A Barrett-Porter

English Literature

Course Content:

Component 1: Drama

Students will study one Shakespeare play and one other drama from either tragedy or comedy – both texts selected from one or both of these categories. In addition, students will study critical essays related to their selected Shakespeare play.

Component 2: Prose

Students will study two prose texts from a chosen theme, with at least one of the texts being taken from pre-1900.

Component 3: Poetry

Students study a selection of post-2000 specified poetry and will also engage in a focus of a literary period (either pre or post-1900).

Component 4: Coursework

Students will apply their literary reading skills to two chosen texts. They will engage in wider reading and apply research and study skills to their chosen literature.

Assessment:

Three examinations (June) and one internally assessed coursework portfolio.

This course will suit those who enjoy wide reading and exploring the different contexts of texts.

Career Opportunities & Possible Degree courses:

Media, Theatre Studies, Performing Arts, Journalism, Communication, BA Hons English Literature, Humanities, English Law, English Linguistic studies, English Education and Drama.

“English Literature is much more challenging than I thought but I’m really enjoying reading around the texts.”

Examination Board: Edexcel

Specification Codes: 9ET0

Specification Codes: 6 in GCSE English Language and 6 in GCSE English Literature

Head of Subject: Mrs L-A Barrett-Porter



Food Science and Nutrition

This is an Applied General qualification, designed primarily to support learners progressing to university. It has been designed to offer exciting, interesting experiences that focus learning for 16 - 19 year old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food production industry.

Course Content:

Learners complete three units: two mandatory and one optional.

Mandatory Units

Unit 1 Meeting Nutritional Needs of Specific Groups

This unit will enable students to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

Unit 2 Ensuring Food is Safe to Eat

This unit will allow students to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

Optional Units

Unit 3 Experimenting to Solve Food Production Problems

Unit 4 Current Issues in Food Science and Nutrition

Studying one of the two optional units will allow students the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

Methods of Assessment:

Unit 1 is both internally and externally assessed.

External assessment: 90 minute examination plus 15 minutes reading time.

Internal assessment: A controlled assessment assignment set and marked by the school.

Unit 2 is externally assessed.

An assignment will be produced each academic year; it is an 8 hour timed, supervised assessment.

The assignment will be marked by WJEC examiners.

Units 3 and 4 are internally assessed.

A controlled assessment assignment set and marked by the school.

Career opportunities:

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

Examination Board: WJEC Level 3 Diploma in Food Science and Nutrition

Specification Codes: 4563

Specification Codes: 6 in GCSE Food Preparation and Nutrition, or 5 in GCSE English and 5 in GCSE Mathematics

Head of Subject: Mrs G. Johnson

Geography

Course Content:

Area of study 1: Dynamic Landscapes - Tectonic Processes and Hazards; Landscape Systems, Processes and Change (Glaciated Landscapes and Change, or Coastal Landscapes and Change)

Area of study 2: Dynamic Places - Globalisation; Shaping Places (Regenerating Places, or Diverse Places)

Area of study 3: Physical Systems and Sustainability - The Water Cycle and Water Insecurity; The Carbon Cycle and Energy Security; and Climate Change Futures

Area of study 4: Human Systems and Geopolitics - Superpowers: Global Development and Connections (Health, Human Rights and Intervention, or Migration, Identity and Sovereignty)

Assessment:

Paper 1: 2 hours 15 mins – Physical, covering topics from Areas of study 1 and 3

Paper 2: 2 hours 15 mins – Human, covering topics from Areas of study 2 and 4

Paper 3: 2 hours 15 mins – Synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content drawn from different parts of the course.

Non Examination Assessment: students undertake an independent investigation that involves fieldwork, producing a written report of 3000–4000 words.

This is an issues based course which will suit students who have an interest in current affairs of global concern and who enjoy studying a subject that is relevant to their own lives and experiences. There is an even balance between physical and human components.

Successful students will be those that want the opportunity to carry out practical work outdoors as well as through classwork, who enjoy working independently, using the new technologies and who want to broaden their studies to cover both 'Sciences' and 'Humanities'.

Career Opportunities & Possible Degree courses:

The transferable skills gained through this course are highly valued and therefore useful for a multitude of degree courses and career opportunities including Civil Service, Leisure and Tourism, Media, Environmental and Earth Sciences. Geography is a facilitating subject, prized by Russell group universities.

Examination Board: Edexcel

Specification Code: 9GEO

Minimum Subject Specific

Entry Requirements: 6 in GCSE Geography, or 6 in GCSE Mathematics or 6 in a GCSE Science if Geography not taken

Head of Subject: Dr M Nowick

Government and Politics (Politics)

Lively, relevant, controversial, there is no denying that Politics is one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the UK and USA, it helps you understand how the UK is run and develops research, written



communication and debating skills. It also helps you to grow in confidence and enhance your leadership skills.

A level Politics enables students to develop the ability to comprehend, synthesise and interpret political information; analyse and evaluate political knowledge; identify connections, similarities and differences between the areas studied; select relevant material and construct and communicate arguments clearly and coherently using appropriate political vocabulary.

Course Content:

1. Government and politics of the UK

The Government of the UK:

- The nature and sources of the British Constitution
- The Structure and role of Parliament
- The Prime Minister and Cabinet
- The judiciary
- Devolution

The Politics of the UK:

- Democracy and participation
- Elections and referendums
- Political parties
- Pressure groups
- The European Union

2. Government and politics of the USA and comparative politics

Government and Politics of the USA:

- The constitutional framework of US government

- The legislative branch of government: Congress
- The executive branch of government: President
- The judicial branch of government
- The electoral process and direct democracy
- Political parties
- Pressure groups
- Civil rights

Comparative politics:

Students will study the following three theoretical approaches to the study of comparative politics:

- Structural
- Rational
- Cultural

Political ideas

Core ideologies:

- Liberalism & key theorists
- Conservatism & key theorists
- Socialism & key theorists

Other ideologies:

- Nationalism OR Feminism

Assessment:

Paper 1 (33% of A Level) - Government and politics of the UK

Written exam of 2 hours

A mixture of medium length 'explain' and essay style questions.

Paper 2 (33% of A Level) - The government and politics of the USA, Comparative politics

Written exam of 2 hours

A mixture of medium length 'explain' and essay style questions.

Paper 3 (33% of A Level) – Political ideas

Written exam of 2 hours

A mixture of medium length 'explain' and essay style questions.

The course will suit those students interested in Politics and current affairs; who have an analytical mind and a willingness to debate. It offers the chance to be reflective and encourages students to be political animals, aware of decision-making structures and how individuals and ideas can influence or determine events. The subject links particularly effectively with History, Sociology, RE and English.

Career Opportunities & Possible Degree courses:

Politics is an academic A level, widely respected by employers and universities. It is ideal if you are intending to study Politics, Sociology, History, Ethics, Advertising or Journalism at university.

It can be used in the professions which deal with public sector and social institutions. It is relevant to careers in Journalism, Law, Economics, Philosophy, Politics, Media, Government and Civil Service.

Examination Board: AQA

Specification Code: 7152

Minimum Subject Specific

Entry Requirements: 6 in one of GCSE English Language, GCSE Religious Studies, GCSE Geography or GCSE History

Head of Subject: Mr P Walls

Health and Social Care

This A Level equivalent course is for students who are interested in learning about the health and social care sector as part of a balanced study programme. The qualification supports access to a range of higher education courses possibly, but not exclusively, in health and social care. Although this course does not provide professional training it can provide for students who opt not to go on to university a route into relevant apprenticeships or employment.

It can be taken alongside, for example:

A Levels in Biology and Psychology, which could lead to a BSc (Hons) in Nursing

A Levels in English and History, which could lead to a BA (Hons) in Primary Education

Course Content and Assessment:

There are 3 mandatory units the content of which incorporates topics relevant across the health and social care sector:

Human Lifespan Development - studied in year 12, this covers physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development. Students consider a number of theories and models to explain and interpret behaviour through the human lifespan. They explore the impact of both predictable and unpredictable life events, and recognise how they impact on individuals. They study the interaction between the physical and psychological factors of the ageing process, and how this affects confidence and self-esteem.

The unit is externally assessed through one examination of 90 marks lasting 1 hour and 30 minutes.



Meeting Individual Care and Support Needs - studied in Year 12, students focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines. This unit will be particularly useful for students intending to pursue a career in social care or healthcare, for instance as a social worker or health visitors, practice nurse or occupational therapist. The unit will also be invaluable for students wishing to progress to higher education, to degrees in areas such as health and social care management, social work and nursing.

This unit has 4 main learning aims:

1. Examine principles, values and skills which underpin meeting the care and support needs of individuals
2. Examine the ethical issues involved when providing care and support to meet individual needs
3. Investigate the principles behind enabling individuals with care and support needs to overcome challenges
4. Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual need.

This unit is internally assessed and consists of assignment based portfolio coursework. It involves students in developing applied skills which include opportunity to write up the findings of their own research, use case studies to explore complex or unfamiliar situations, carry out projects for which they have choice over the direction and outcomes and demonstrate practical and technical skills using appropriate work-based values and practices.

Working in Health and Social Care - studied in Year 13, students explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

This unit is externally assessed through one examination of 80 marks lasting 1 hour and 30 minutes.

A further optional unit is also be studied in year 13. This unit is one of :

- Sociological Perspectives
- Psychological Perspectives
- Supporting Individuals with Additional Needs
- Physiological Disorders and their Care.

The selection of this unit will be the decision of the teacher in charge but will reflect the primary interests of the students within the group.

Method of assessment for the optional unit is by internal assessment portfolio.

Health and social care is an applied learning course and some vocational work experience will be required.

Career Opportunities and Possible Degree Courses:

Students from St Bernard's who have studied similar Health and Social Care courses have gone on to study a wide variety of related professional courses including Paediatric Nursing at Anglia Ruskin, Adult Nursing at Kings College London, Teaching at St Mary's, Criminology at Canterbury. Dental Nursing, Occupational therapy, physiotherapy, early years and child hood studies, social work, music therapy, radiology are also among other career options that past students have pursued.

Examination Board: Pearson BTEC Level 3 Extended Certificate in Health and Social Care

Specification Codes: 601/7197/2

Minimum Subject Specific

Entry Requirements: 5 in GCSE English and 5 in GCSE Mathematics

Head of Subject: Mrs A Wonnacott

History

On this course:

- Students must study the history of more than one country or state, including at least one outside the British Isles
- Students must study topics from a chronological range of at least 200 years
- At least 20% British history must be studied
- There is a 20% coursework component assessing an independently researched historical enquiry.

Course Content:

Year 12 Units consist of:

Unit 1: Breadth study with interpretations – Option 1H: Britain Transformed, 1918-97

Unit 2: Depth study with sources – Option 2H. 2: The USA, 1955-92: conformity and challenge

Year 13 Units consist of:

Unit 3: Themes in breadth with aspects in depth – Option 33: The witch craze in Britain, Europe and North America, c1580-c1750

Unit 4: Independently researched enquiry on historical interpretations

Assessment:

Unit 1: Written Paper – 2 hours 15 minutes (worth 30% of total qualification)

Unit 2: Written Paper – 1 hour 30 minutes (worth 20% of total qualification)

Unit 3: Written Paper – 2 hours 15 minutes (worth 30% of total qualification)

Unit 4: Coursework – (worth 20% of total qualification)

This course will suit students who are passionate about studying the past and who want to know 'how' and 'why' events have happened. A level History will also suit any students who

relish taking part in discussions, like reading and enjoy both group and independent study.

“This course is perfect for anyone who wants to develop a deeper cultural awareness of different countries in a range of time periods. This course really does offer something for everyone who is already interested in History.”

Career Opportunities and Possible Degree Courses:

Career opportunities are many and varied including Journalism, Teaching, Heritage, Restoration, Research, Politics, Civil Service, and Law. Possible degree courses include History, Archaeology, Art History, Law, Political History, International Relations, Ancient History, Medieval History, Economic History, and Egyptology.

Examination Board: Edexcel

Specification Codes: 9H10

Minimum Subject Specific

Entry Requirements: 6 in GCSE History, or 6 in GCSE English if History not taken

Head of Subject: Mrs E Rix

Information Technology

The BTEC National Extended Certificate in IT will help students to achieve their potential and progress to the next stage of their lives, whether it be higher education, an Apprenticeship, or employment. It is for students interested in learning about Information Technology alongside other fields of study, with a view to progressing to a wide range of Higher Education courses, not necessarily in IT. This qualification carries UCAS points and is



recognised by higher education providers as meeting admission requirements to many relevant courses. Students will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information. This qualification is equivalent to one A Level.

Course Content:

Year 12 consists of two units:

Unit 1. Information Technology Systems - Students study the role of computer systems and the implications of their use in personal and professional situations.

Unit 2. Creating Systems to Manage Information - Students study the design, creation, testing and evaluation of a relational database system to manage information.

Year 13 consists of a further two units:

Unit 3. Using Social Media in Business - Students explore how businesses use social media to promote their products and services. Students also implement social media activities in a business to meet requirements.

In this unit you will:

- Explore the impact of social media on the ways in which businesses promote their products and services
- Develop a plan to use social media in a business to meet requirements
- Implement the use of social media in a business.

Unit 6. Website Development - Learners investigate website development principles. They will design and develop a website using scripting languages.

In this unit you will:

- Understand the principles of website development
- Design a website to meet client requirements
- Develop a website to meet client requirements.

Methods of Assessment:

Unit 1 is externally assessed through a written examination set and marked by the exam board. The examination is two hours in length. Students will be assessed on their understanding of computer systems and the implications of their use in personal and professional situations.

Unit 2 is externally assessed through a task set and marked by the exam board. The set task will be completed under supervised conditions for 10 hours in a one-week period set by the exam board, which can be arranged over a number of sessions. The set task will assess the student's ability to design, create, test and evaluate a relational database system to manage information.

Units 3 and 6 are internally set and marked with external moderation.

Career Opportunities and Possible Degree Courses:

This qualification can be taken as part of a broad study programme, leaving progression options fully open. It provides an opportunity for students to progress into higher education on a diverse range of degree courses, depending on the other subjects studied. For students wanting to study for an IT related degree, opportunities would include: Business, Computer Arts, Fashion Buying Management, and Software Development.

Course: BTEC Nationals Information Technology (2016 and 2017): BTEC Level 3 Extended Certificate in Information Technology (2016 and 2017)

Examination Board: Pearson
Specification Code: BTEC 601/7575/8
Minimum Subject Specific
Entry Requirements: B in GCSE ICT, or 5 in GCSE English and 5 in GCSE Mathematics
Head of Subject: Mrs H Bennett

Mathematics

Course Content:

Students will study topics within the areas of core mathematics, statistics and mechanics, as described below:

Core mathematics - proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, sequences and series, exponentials and logarithms, differentiation, integration, numerical methods, vectors

Statistics - statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing

Mechanics - quantities and units in mechanics, kinematics, forces and Newton's laws, moments

Assessment:

Students will be required to sit three examinations.

The course will suit students who enjoy recalling, selecting and using knowledge of mathematical facts, concepts and techniques in a variety of contexts, including real world situations.

Career Opportunities & Possible Degree courses:

Those wishing to follow university courses ranging from Engineering, Sciences and Medicine through to Finance and Accountancy, Economics and Mathematics will find this course useful. Mathematics can also be helpful in such courses as Politics, Social Sciences, Philosophy and Music.

Examination Board: OCR
Specification Codes: H240
Minimum Subject Specific
Entry Requirements: 7 in GCSE Mathematics
Head of Department: Miss E March

Further Mathematics

Course Content:

This course broadens and deepens the content covered in A level Mathematics and is designed to be learnt alongside A level Mathematics. Further Mathematics can be chosen as a one year course (to achieve an AS Level) as a fourth subject choice in addition to three other subjects.

AS Level Further Mathematics

Core content - proof, algebra, vectors, complex numbers and matrices

In addition, students will study content from two of the following areas, which are yet to be confirmed: Statistics, Mechanics, Discrete Mathematics, Additional Pure Mathematics

Assessment:

Students will be required to sit three examinations.



This course will suit students who can think logically, process information accurately and enjoy developing the skills to manipulate numbers and mathematical processes.

Career Opportunities & Possible Degree courses:

As with A level Mathematics, Further Mathematics is useful for a wide range of University courses and careers. In particular, the Sciences, Finance and Business, and Engineering.

This subject is an advantage if you wish to study Mathematics or, Pure or Applied Science at University.

Examination Board: OCR

Specification Codes: H235

Minimum Subject Specific

Entry Requirements: 8 in GCSE Mathematics

Head of Department: Miss E March

Media Studies

Core Content:

Theoretical Framework:

- Media language
- Media representation
- Media industries
- Media audiences

Assessment:

Component 1 - What is assessed:

Questions will focus on media language, representation, media industries, audiences and media contexts.

How it is assessed:

Written examination (2 hours 15 minutes) 35% of A Level

Section A: Analysing Media Language and Representation

This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers. There are two questions in this section:

- one question assessing media language in relation to an unseen audio-visual or print resource
- one extended response comparison question assessing representation in one set product and an unseen audio-visual or print resource in relation to media contexts.

Section B: Understanding Media Industries and Audiences

This section assesses two of the following media forms – advertising, marketing, film, newspapers, radio, video games - and media contexts.

It includes:

- one stepped question on media industries
- one stepped question on audiences.

Component 2 - What is assessed:

Questions will focus on media language, representation, media industries, audiences and media contexts.

How it is assessed:

Written examination (2 hours 30 minutes) 35% of A Level

Section A – Television in the Global Age

There will be one two-part question or one extended response question.

Section B – Magazines: Mainstream and Alternative Media

There will be one two-part question or one extended response question.

Section C – Media in the Online Age

There will be one two-part question or one extended response question.

Component 3 - Non-Examination Assessment: Cross-Media Production

What is assessed:

- Application of knowledge and understanding of the theoretical framework
- Practical skills relating to the media format of their choice

How it is assessed:

30% of A Level

Assessed by teachers and Moderated by WJEC Eduqas

Task:

An individual cross-media production based on two forms in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework and digital convergence.

This course will suit students who take an interest in current affairs and developing technologies. The ideal Media student will question the messages encoded in the media texts that surround them and consider the impact that the media and developing technologies are having on society as a whole.

Career Opportunities & Possible Degree Courses:

A wide range of career opportunities exist within the media. The range of skills developed means that most professions are accessible. Any Humanities or Social Science degree is possible and it is possible to study Media as a discreet course or as a joint degree.

Examination Board: WJEC Eduqas

Specification Code: A680QS

Minimum Subject Specific

Entry Requirements: 5 in GCSE English

Head of Subject: Mrs L-A Barrett-Porter

Modern Foreign Language – French

German, Italian and Spanish may be offered if numbers are sufficient.

Course Content:

In Year 12 students explore two themes, building on the foundations of their work at GCSE. Each theme is divided into 3 sub-themes. In addition, they study a literary text.

- Theme 1: Aspects of French-speaking society: current trends (changes in family, cyber-society and the role of charities).
- Theme 2: Artistic culture in the French-speaking world (A culture proud of its heritage, contemporary francophone music and the seventh art)

Literary text: Candide by Voltaire.

In Year 13 students do an individual research project on one of four sub-themes (i.e. Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the



French-speaking world). In addition, they study a film.
Film studied: "L'Auberge espagnole"

Year 13 students also undertake a piece of research in an area of literature, film or history.

Assessment:

This qualification is linear, so students will sit all their exams at the end of the course.

Paper 1: Listening, reading and writing

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world
- Grammar

How it is assessed:

Written exam: 2 hours 30 minutes up to 100 marks - 50% of A-level
No access to dictionary

Paper 2: Writing

- One text and one film or two texts from the list provided by AQA
- Grammar

How it is assessed:

Written exam: 2 hours up to 80 marks in total - 20% of A-level
No access to dictionary

Paper 3: Speaking

Individual research project

One of four sub-themes (i.e. Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world).

How it is assessed:

Oral exam: 21-23 minutes (including 5 minutes' preparation time) up to 60 marks in total - 30% of A-level
No access to dictionary

Career Opportunities & Possible Degree courses:

Translation, Interpreting, Tourism, Teaching and Lecturing, Politics, Journalism, Law, Business and Medicine are all fields open to linguists. There are honours degrees in one language or two (joint honours). Languages can also be studied alongside all other subject areas at degree, diploma or certificate levels.

Employees who can speak another language are highly sought after in every field of work, in both public and private sectors, and often earn higher pay.

"A great course for anyone who wants to open their minds linguistically, culturally, socially and politically and understand the world, in particular the Francophone countries, better"

Examination Board: AQA

Specification Codes: 7652

Minimum Subject Specific

Entry Requirements: 6 in the relevant GCSE language

Head of Subject: Ms S Vennero

Music

Course Content:

Students will cover 3 units of work:

Component 1: Performing (worth 30% of total marks)

This component deals with approaches to performing, requiring:

- A public performance of one or more pieces, grade 7 or above
- The performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology. Any instruments/voice are acceptable.

Component 2: Composing (worth 30% of total marks)

This component deals with approaches to composing, requiring:

- Two compositions, one to a brief set by the exam board or a free composition and one based on composition techniques such as 2 part/4 part writing or an arrangement.

Component 3: Appraising (worth 40% of total marks)

- Knowledge and understanding of musical elements, context and language
- Application of knowledge through the context of six areas of study, each with three set works
- The six areas of study are: Vocal Music (e.g. Mozart, The Magic Flute), Instrumental Music (e.g. Vivaldi, Concerto in D minor, Op. 3 No. 11), Music for Film (e.g. Bernard Herrmann, Psycho), Popular Music and Jazz (e.g. Beatles, Revolver), Fusions and New Directions (e.g. Britten, War Requiem)
- Application of knowledge to unfamiliar works

Assessment:

Component 1: Public Performance; minimum of 8 minutes; recorded after March 1st in the year of certification

Component 2: Compositions to be a minimum of 6 minutes in total; related to areas of study as determined by the exam board brief and/or a free composition; will assess compositional technique

Component 3: Written Examination – 2 hours, requiring use of an audio CD with the extracts to accompany questions on the paper provided for students

This course will suit students who have achieved a B or above at GCSE and who are confident and experienced performers. Students will be expected to organise their own practice time and make a major contribution to extra-curricular music.

Career Opportunities & Possible Degree courses:

Teacher, musician, music therapist, music publisher, instrument maker and music administrator.

“An enjoyable but challenging subject which requires dedication and passion for your instrument and the subject.”

Examination Board: Edexcel

Specification Codes: 9MU0

Minimum Subject Specific

Entry Requirements: 6 in GCSE Music. Grade 5 standard practical work or above is essential and Grade 5 theory would be useful.

Head of Subject: Mrs F Maltby



Physical Education

The subject-content for Physical Education is wide and ranging and includes: applied anatomy and exercise physiology; biomechanical movement; skill acquisition; sport psychology; sport and society; and the role of technology in physical activity and sport

Course Content:

Year 12

The content is divided into four components; each component is further sub-divided into topic areas:

Component 1: Physiological factors affecting performance:

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics, including technology in sport

Component 2: Psychological and sociocultural themes in physical education:

- Skill acquisition
- Sports psychology
- Sport and society

Component 3: Socio-cultural issues in physical activity and sport:

- Sport and society
- Contemporary issues in physical activity and sport

Component 4: Performance in physical education:

- Performance or coaching of an activity taken from the approved lists
- Evaluation and Analysis of Performance for improvement (EAP)

Assessment:

Component 1: 2 hour written paper, worth 30% of total A level

Component 2: 1 hour written paper, worth 20% of total A level

Component 3: 1 hour written paper, worth 20% of total A level

Component 4: Practical and Non-exam assessment, worth 30% of total A level

This course will suit students who have an interest in sport, both as a performer or as an observer.

“It has given me a greater depth of understanding of sport and I have been able to apply many of the topics to my own game of golf. The class is so supportive and encouraging.”

Career Opportunities & Possible Degree courses:

These include: Teaching, Sport Science, Sport and Physical Education, Physiotherapy, Sports Coaching and Development, Sports Studies, Leisure and Recreation Management, Sports Equipment Product Design, Biomedical Sciences, Primary Teaching with QTS, and Sports Psychology.

Examination Board: OCR

Specification Codes: H555

Minimum Subject Specific

Entry Requirements: 6 in GCSE PE. All candidates should be a member or be willing to become a member of a sports club.

Head of Subject: Miss R McGlashon

Physics

Course Content:

Developed in consultation with The Institute of Physics.

Year 12

Physics in Action

Communication: circuits and sensors, waves as signals, digital imaging.

Designer Materials: properties of materials, how these depend on material structure, choosing a material for a given purpose.

Understanding Processes

Waves and Quantum Behaviour: superposition phenomena of waves, the quantum behaviour of photons and electrons.

Space, Time and Motion: classical mechanics, including vectors.

Year 13

All Year 12 content plus

Rise and Fall of the Clockwork Universe

Models and Rules: simple rules model radioactive decay, behaviour of capacitors, the harmonic oscillator.

Out into space: orbits and gravitational fields.

Our place in the universe, special relativity.

Matter in Extremes: atoms, the kinetic theory of gases, thermal behaviour of matter and the effect of temperature.

Field and Particle Pictures

Fields: electromagnetism, electric fields and potential.

Fundamental Particles: atomic, nuclear and sub-nuclear structure.

Assessment:

Written papers: Fundamentals of Physics (41% of marks) 2.25 hour, Scientific Literacy in Physics (37% of marks) 2.25 hour, Practical Skills in Physics (22% of marks) 1.5 hour
Practical Endorsement in Physics (based on practical work carried out during the course) this is reported separately from the A level grade.

This course will suit those students who want to ask the big questions about how the universe works, those who want to design solutions to human problems and those who want to apply mathematics in real situations.

Career Opportunities & Possible Degree courses:

A key facilitating subject accepted and valued for entry to many degree courses. Medical careers including medical imaging and radiography, design and architecture. A required subject for most engineering degrees.

Examination Board: OCR

Specification Codes: H557

Minimum Subject Specific

Entry Requirements: 7 in GCSE Mathematics and 6 in two Sciences

Head of Subject: Mr P Goodfellow



Psychology

Course Content:

Unit 1: Topics in Psychology

Social Influence; Memory, Attachment & Psychopathology
2 hour written exam. 4 equally weighted sections.
Combination of long, short and extended writing answers.

Unit 2: Psychology in Context

Approaches in Psychology, Biopsychology, Research Methods
2 hour written exam. 3 sections – Research Methods double-weighted.
Combination of multiple choice, short-answer and essay style questions.

Unit 3: Issues & Options in Psychology:

Compulsory Section – Issues and Debates in Psychology,
Optional topics – Cognition and Development, Schizophrenia & Addiction
2 hour written exam. 4 equally weighted sections.
Combination of multiple choice, short-answer and essay style questions.

All Psychology units are assessed through exams which are externally marked.

The course will suit those students with an analytical, logical and scientific mind who are interested in why people behave the way they do.

“The thing I love about psychology is the combination of Science, Maths and English. I also like the different styles of

teaching that help the content stick. Psychology gives you the chance to discuss sensitive issues about behaviour, in a really fun and enlightening way.”

Career Opportunities & Possible Degree courses:

Psychology can be used directly as a Psychologist or indirectly in professions which deal with people such as: Marketing, Advertising, PR, Teaching, Police and Fire Service, and Nursing.

Examination Board: AQA

Specification Codes: 7182

Minimum Subject Specific

Entry Requirements: 6 in two from GCSE English, GCSE Mathematics and a GCSE Science

Head of Subject: Mrs L Berridge

Religious Studies

Course Content:

The course covers three areas:

Paper 1: Philosophy of Religion

Content Overview:

- Philosophical issues.
- Nature and influence of religious experience.
- Problems of evil and suffering.
- Philosophical language.

- Works of scholars.
- Influences of development.

Paper 2: Religion and Ethics

Content Overview:

- Significant concepts in issues and debates.
- Study of three ethical theories.
- Application of ethical theories.
- Ethical language.
- Deontology, Virtue Ethics and the works of scholars.
- Medical ethics

Paper 3: New Testament Studies

Content Overview:

- Contexts of the New Testament.
- Texts and interpretation of the Person of Jesus.
- Interpreting the text and the purpose and authorship.
- Ways of interpreting the scripture.
- Texts and interpretation.
- Scientific and historical-critical challenge

Assessment:

An externally-assessed written examination comprising three sections. Students answer all questions in Section A and Section B, and one question in Section C.

Section A: Two structured questions.

Section B: Two extended-response questions on an excerpt, sourced from the extracts list.

These are published in the relevant pages of the A Level Religious Studies Anthology which can be downloaded from the Pearson qualifications website.

Section C: One extended essay question.

All exams are two hours.

Examination Board: Edexcel

Specification Codes: 9RS0

Minimum Subject Specific

Entry Requirements: 6 in GCSE Religious Studies, or 6 in GCSE English if Religious Studies not taken

Acting Head of Department: Mrs H Barnes

Sociology

Course Content:

Sociology is the study of society and of people and their behaviour.

Sociologists study a wide range of topics. The AQA A Level specification focuses on: education, families & households, mass media, and crime & deviance.

Assessment:

Paper 1: Education with Theory and Methods

Written Paper

2 hour exam

Paper 2: Topics in Sociology; Families and Households and the Mass Media



Written Paper 2 hour exam

Paper 3: Crime and Deviance with Theory and Methods

Written Paper

2 hour exam

This course will suit those students interested in current affairs and what is going on in the world, who have an analytical mind and good essay writing skills and a willingness to debate.

Career Opportunities & Possible Degree courses:

Sociology can be used in professions that deal with social institutions and lead to careers in Social Work, the Police Service, Nursing, Journalism, and the Law.

Examination Board: AQA

Specification Codes: 7192

Minimum Subject Specific

Entry Requirements: 6 in one from GCSE English Language, GCSE English Literature or GCSE History

Head of Subject: Mrs S Perkins

Textile Design

Course Content

Textiles students will work on a portfolio of work that demonstrates depth and understanding of their course of study into Art Textiles.

They should produce practical and contextual work in one or more areas of study, for

example fashion design, costume design, fashion textiles, constructed textiles, art textiles and installed textiles.

The portfolio should include at least one extended collection of work, based on an idea, concept or theme. This should demonstrate the student's ability to sustain work from original starting point to a realisation.

They will conduct a personal practical investigation into an idea, issue, concept or theme, supported by a clearly focused written report of between 1000 and 3000 words, informed by contemporary or past practice of an artist or designer.

Portfolios may include written materials such as journals, photographs historical background and studies made during gallery visits.

Assessment

The portfolio will amount to 60% of the final grade

An externally set assignment will commence from February 1st, and students will consider starting points and select one. Preparatory work will be presented along with a final piece that will be completed in 15 hours of unaided, supervised time

This assignment will amount to 40% of the final grade.

Examination Board: AQA

Specification Codes: 7204

Minimum Subject Specific

Entry Requirements: B in GCSE Textiles, or 6 in GCSE Art & Design (Fine Art or Graphic Communication) or 6 in GCSE Graphic Products, or submission of a portfolio

Head of Subject: Mrs J Seabrook

Useful Links

For each subject in this guide you have been given the Examination Board, Title of the Subject and the Specification Code. This will allow you to find the course on the Examination Board's website and look at the specification in more detail.

Other useful websites:

www.russellgroup.ac.uk/for-students/ Provides information on Russell Group Universities and includes the guide Informed Choices, a Russell Group guide to making decisions about post-16 education.

www.ucas.com/ Provides information on 16-18 Choices as well as entry requirements for the degree courses being offered by universities.

www.thetechpartnership.com/tech-future-careers/ Provides information on digital careers.

www.ccskills.org.uk/careers Provides information on careers within the creative and cultural industries.

www.healthcareers.nhs.uk/ Provides information on careers in the NHS.

www.lawcareers.net/ Information on the Legal Profession.

www.skillsforcare.org.uk/ Information on careers in Social Care.

www.studyoverseas.com Guide to studying abroad.

www.fulbright.org.uk Information about studying in the USA including scholarships.

www.universitycompare.com Compare and research universities and courses.

www.bestcourse4me.com is designed to help students make the right decisions at whatever stage they are in their education.

www.getingofar.gov.uk Apprenticeship information and opportunities.

www.nationalcareersservice.direct.gov.uk Provides general careers information.



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Produced by 'The School Brochure Specialists', FM Litho Design and Print. T: 01787 479479 E: info@fm litho.co.uk W: www.fmlitho.co.uk