



# St Saviour's & St Olave's School

## Sixth Form Prospectus 2022-23







St Saviour's and St Olave's has a distinctive Christian ethos which is at the heart of the school, and provides an *inclusive* and caring environment where there is support and challenge so that girls learn and flourish in a setting shaped by Christian values.

This is a school where there is a sense of a *compassionate* community; where there is academic rigour, intellectual challenge and stimulation; where there are high expectations for all from all; where there is a willingness to listen and grow.

The value of a broad education is also in the encouragement of maturity and responsibility. We provide a positive and *supportive* environment in which girls feel enabled and empowered to grow and *transform* as individuals, developing the opinions, aspirations, standards and values which will prepare them for the many challenges and opportunities of their adult lives.

The school provides space for quiet *reflection* in both the on – site Chapel and in the Mayflower Gardens, which is a pleasant green oasis available for the whole school to enjoy.



## A welcome from the Headteacher

We are extremely proud of all aspects of our Sixth Form; its variety and breadth of courses, its academic rigour, its contribution to our community, and its wonderful facilities.

Our success at preparing students for life beyond school is outstanding with a personalised approach that ensures every girl is supported to **define** and then achieve her own ambitions. Whether you're aiming for apprenticeships in the city or medicine at a Russell Group University, St Saviour's & St Olave's School will support and challenge you to achieve your best.

St Saviour's Sixth Formers have the ideal combination of purpose-designed spaces for the independent study required, whilst still being part of a dynamic and supportive community. Our Christian ethos is inclusive and underpins every aspect of school life, creating an environment in which every girl is encouraged to develop her skills and talents to the fullest.

Within this booklet you will find much more information about the courses on offer and the application process. To find out more please visit our website, email us at [office@ssso.southwark.sch.uk](mailto:office@ssso.southwark.sch.uk) or visit us in person at our open evening.

Best wishes for your current studies, and we look forward to meeting you.

**Catherine May B.Sc. (Hons), MBA**



## **A Message from the Head of Sixth Form**

**Dear Prospective Student,  
Thank you for your interest in studying with us at St Saviour's & St Olave's Sixth Form.**

We look forward to the opportunity to welcome you as a valued and integral part of our Sixth Form community. We offer unrivalled care and support of our students. Our Sixth Form provides time and dedicated spaces for focused learning. We ask our students to be committed to accepting challenge and responsibility, and a willingness to be role models for the rest of the school. Students leave St Saviour's & St Olave's Sixth Form full of self-confidence in the knowledge that they can achieve their best in whatever field they choose.

Our alumni return to school year upon year to show our students how they achieved their success, give advice about how to tackle any obstacles and share their pride in being a member of SSSO Sixth Form. As a student your goals, interests and character will be explored and developed through our wide range of enrichment opportunities from work experience, external speakers, visitors from universities and businesses and if you have a really specific goal then we will do everything possible to support you. We will always have high expectations of you to ensure that you are able to succeed. The best of luck with your upcoming GCSEs and we look forward to welcoming you into our Sixth Form.

**Hannah Kennedy BA (Hons), PGCE**



## **Why Study at St Saviour's & St Olave's Sixth Form**

**St Saviour's & St Olave's School has a strong tradition of academic excellence and pastoral care. We guide the efforts and achievements of all students towards continuous improvement and help them to reach their potential.**

We offer a wide choice of A level and vocational courses that cater for students' interests and abilities, as such will be equipped to pursue, with confidence places at the most esteemed universities, as well as moving into the world of work.

**Our unparalleled links with external bodies both in private and public sectors give students the opportunity to broaden their experiences.**

In recent years, girls have attended symposia at St Olave's and Dulwich College, visits to Oxbridge and Cambridge universities and heard from a range of guest speakers as part of our Elite Academic Programme.

**A wide range of leadership, mentoring and work-related opportunities.**

When you apply to St Saviour's & St Olave's we will ask you to meet with us to discuss your choices. In September, there will be further opportunity for you to talk to the Sixth Form staff about your progression route.

You will enjoy excellent support from your form tutor and senior members of staff throughout your time in the Sixth Form. All of our staff have the highest expectations of their students. Every year, students from St Saviour's & St Olave's go on to study at the most prestigious universities; in recent years, this has included going on to read History at Oxford, Architecture at Cambridge, and medicine at a variety of universities.

**A range of bursaries available during Sixth Form and also in Further Education**

Our Sixth Form students are empowered to take control of their own learning, enabling them to maximise their capabilities. All students will work at an intellectually challenging and sophisticated level. We recognise the various demands of an intensive A Level programme, so we provide pastoral and academic support appropriate to each student.

Students who do exceptionally well at GCSE are awarded bursaries from the *Worshipful Company of Dyers*. **The Company of Merchant Taylors Awards** are available to students who have made exceptional effort and progress from year 12 to Year 13.

In order to ensure that all students have equal access to ICT both at home and at school, we operate a subsidised laptop computer scheme.

## Leadership in the Sixth Form

“Leadership is a way of thinking, a way of acting and, more importantly, a way of communicating”

**Another strong feature of our Sixth Form is the well-established Prefect system, encompassing a Head Girl and Deputy Head Girls elected each year.**

Our Sixth formers are leaders of the school – and none more so than our team of senior prefects. The Head Girl and her deputies are elected annually at the end of Year 12 along with Senior Prefects with specific responsibilities, such as Science Prefect or Events Prefect. They take a major role in school activities, representing the school at external events and undertaking fund raising projects. A Form Prefect is attached to Year 7 classes. Prefects also act as mentors to younger students. Sixth Formers will have the opportunity to be given leadership training through our status as an affiliated Woodard School. All Sixth Form students are seen as ambassadors of the school and provide positive role models for younger students.



## **St Saviour's & St Olave's Entry Requirements**

Throughout the two years of study in the Sixth Form, students will study 3 subjects from a range of A level and BTEC courses.

Entry level to all these courses is a minimum of 5 Grades from 4 – 9. Students who have a majority of Grades 4 and 5 will be recommended to include a number of BTEC subjects to ensure success.

As well as studying A level/BTEC courses, students will be pursuing a range of enrichment activities which will further enhance their development as the all-round empowered individual which symbolises St Saviour's students.

**Enrichment Activities** will include the offer of completing the EPQ qualification

Or a range of activities some of which could include

- Volunteering either in local primary schools, Tower Bridge Care Home or elsewhere in the local community
- Completing a Sign Language qualification
- Recreational sport, music or language
- Teaching English abroad qualification
- In school lesson support
- Young Enterprise



<b>Subject</b>	<b>Qualification</b>	<b>Entry Requirement</b>		<b>Subject</b>	<b>Qualification</b>	<b>Entry Requirement</b>
Art & Design	A level	Grade 5 in Art with a 5 in English		History	A Level	Grade 6 in History
Biology	A level	Grade 7 in Biology Or 7.7 in Combined Science with a 6 in Maths		Maths	A level	Grade 7 in Maths & Grade 6 in English
Chemistry	A level	Grade 7 in Chemistry Or 7.7 in Combined Science with a 6 in Maths		Media Studies	A level	Grade 6 in English Lit or Lang
Computer Science	A level	Grade 7 in Computer Science and/or Grade 7 in Maths,		Music	A level	Grade 6 in Music or Grade 5 in ABRSM
Drama	A level	Grade 5 or above in GCSE Drama, 5 or above in GCSE English		Photography	A level	Grade 5 in English and 4 in Art
Economics	A level	Grade 7 in Maths & English		Product Design	A level	Grade 6 in Design Technology & Grade 5 in Maths & English
English Literature	A Level	Grade 6 in both Literature & Language		Religious Studies	A level	Grade 6 in Religious Studies & Grade 6 in English
French/Spanish	A level	Grade 6 in the language of choice		Physics	A level	Grade 7 in Chemistry Or 7.7 in Combined Science with a 6 in Maths
Further Maths	A Level	Grade 9/8 in Maths & Grade 6 in English		Politics	A level	Grade 6 in English, Grade 6 in a Humanities Subject
Geography	A level	Grade 6 in Geography		Psychology	A level	Grade 6 in English, Maths & Science
				Sociology	A Level	Grade 6 in English Lit or Lang



<b>Subject</b>	<b>Qualification</b>	<b>Entry requirement</b>
BTEC Performing Arts	Level 3	5 Grades 9 – 4 at GCSE
Applied Science	Level 3	5 Grades 9 – 4 at GCSE
OCR Health & Social Care	Level 3	5 Grades 9 – 4 at GCSE
Business Cambridge Technical	Level 3	5 Grades 9 – 4 at GCSE
Applied Criminology	Level 3	5 Grades 9 -4 at GCSE

# Applied Criminology

Applied A Level – 2 year course - WJEC

## Key Skills

- Independent Research
- Contribute to discussions about complex topics
- Communicate ideas verbally
- Read and apply theories and concepts to issues relating to crime

## Course Content

The course is split into four topic areas:

### 1. Changing Awareness of Crime

Planning a campaign for change relating to crime

### 2. Criminological Theories

- Biological theories of criminality
- Individualistic theories of criminality
- Sociological theories of criminality

## Entry Requirements

5 Grades 9 -4 at GCSE

### 3. Crime Scene to Courtroom

Develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases

### 4. Crime and Punishment

- Process of law making
- Criminal justice system in England and Wales
- Aims of punishment
- Role of agencies in social control



## Assessment

2 x 90minute exams

2 pieces of controlled assessment

# Applied Science

**BTEC – 2 year course – Pearson  
National Extended certificate**

## Key Skills

- Laboratory experience
- Problem solving
- Independent work

## Course Content

The course is split into modules:

### Year 1

Principles and Applications of Science covering structure and bonding, cell function and tissues and waves **(25%)**

Practical scientific procedures and techniques which is assessed by 4 written reports on determining concentration, studying cooling curves, identifying mixtures and personal development review **(25%)**

### Year 2

Science investigation skills based on enzymes, diffusion, plants, fuels and circuits **(33.3%)**

Physiology of human body systems which is assessed by 3 written reports on the musculoskeletal system, the lymphatic system and dietary-related disease. **(16.6%)**



**A Level Units – there are  
two papers (58.3% external examination)**

Paper 1 can assess any content from Modules 1 and is a two-hour exam taken at the end of year 12

Paper 2 can assess a practical task set under exam conditions in a 3-hour session followed 8 days later by a 1.5 hour written assessment task at the end of year 13



## Assessment

**Portfolio and external examinations at end of both Year  
12 and Year 13**

## Entry Requirements

**At least grade 5/5 in GCSE Combined Science, or grade 5 in all three  
separate sciences and at least a grade 5 in English and Maths.**

# Art and Design



**A Level – 2 year course - Edexcel**

## Key Skills

- Creativity
- Working with different mediums
- Sustained refinement of work
- Researching and incorporating the work of other artists

## Course Content

The course is split into two parts:

### Course Content

The assessment course is split into two parts:

#### **1. Personal Investigation (60%)**

In year 12 students complete component 1. This component incorporates two major elements: supporting studies & practical work. Students are either given the starting point of Transformation or Journeys & Pathways.

In year 13 students continue working on component 1 with the added element of the personal study. The personal study is a 1000 word minimum continuous prose. The Personal Study is a critical and visual appraisal (an act of assessing something or someone) or theoretical (concerned with or involving the theory of a subject or area of study rather than its practical application) study of any aspect of the visual arts.

#### **2. Externally Set Assignment (40%)**

*In February of year 13 students start component 2, the externally set assignment. This component incorporates two major elements: preparatory studies and the 15–hour period of sustained focus.*

*The Externally Set Assignment comprises an externally set theme with suggested starting points.*

*Students will need to develop their own personal work from this theme and related starting points.*

Why I took this subject:

*"I took Art and Design because I enjoy working creatively and independently and I was excited to discover how my skills could develop over a sustained period of time. I was interested to learn more about the Art world."*

## Assessment

**60% Personal Study**

**40% Externally Set Assignment**

## Entry Requirements

**Five grade 9-5 at GCSE, although this does not have to include Art**



# Biology

## A Level – 2 year course - AQA

### Key Skills

- Laboratory work including dissections, microscopy and ecological fieldwork
- Independent Learning
- Analytical skills

### Course Content

The course is split into modules:

#### Year 1

Foundations in biology  
Exchange and transport  
Biodiversity, evolution and disease

#### Year 2

Homeostasis and energy  
Genetics, evolution and ecosystems

Why I took this subject:

*"I always want to know why. Why we are the way we are, why we do what we do, why the world is as it is"*

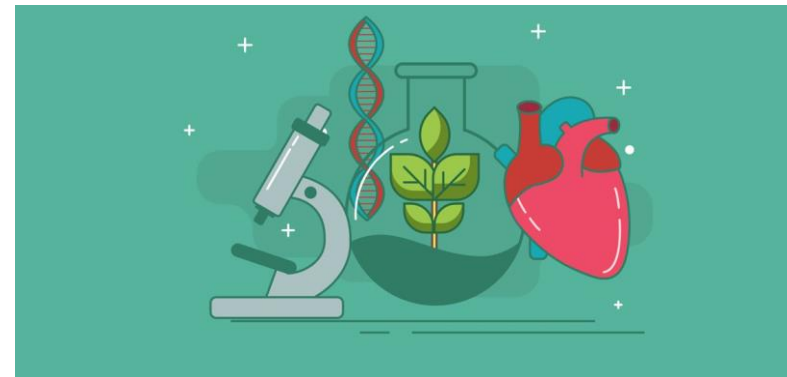
A Level Units – there are

### Three papers

Paper 1 can assess any content from Modules 1, 2 and 4

Paper 2 can assess any content from Modules 1, 3 and 5

Paper 3 is a synoptic paper which can draw from any topic and consists of practical techniques questions



### Assessment

100% Exam – 3 x 2 hour exams at the end of Year 13

### Entry Requirements

At least grade 7/7 in GCSE Combined Science, or grade 7 in Biology and at least a grade 6 in Maths.

# Business Studies

Cambridge Technical – 2 year course - OCR

## Key Skills

- Independent Research
- Application of theories to case studies
- Time management

## Course Content

The course is split into five units:

### 2. The Business Environment

- Different types of business and business structures
- Ownership and objectives of businesses
- Business functions
- The relationship between businesses and stakeholders
- External factors affecting business
- Stakeholder objectives
- Assessment of business performance

### 2. Working in Business

- Internal workings of a business
- Protocols covering written and verbal communication
- Communicating with stakeholders

Why I took this subject:

*"I took Business because I wanted to learn something new that was out of my comfort zone. I knew Business would be very useful to my knowledge of how businesses operate but it's also been really important in helping me understand the outside world and how business operations affect all areas of society. "*



### 3. Customers and Communication

- Purpose, methods and importance of communication in business
- Customer satisfaction & loyalty
- Customer relations
- Legal constraints, ethical and security issues that affect how businesses store, share and use information

### 4. Marketing and Market Research

- The role of marketing in businesses
- The constraints on marketing
- Carry out market research for business opportunities
- Validate and present market research findings

### 5. Principles of Project Management

- Stages of project management
- Skills project managers need to have
- Why projects are monitored and factors that influence a project
- Prepare project plans



## Assessment

Two externally examined units and three coursework

## Entry Requirements

At least 5 Grade 9 – 4 at GCSE

# Chemistry

**A Level – 2 year course - AQA**

## Key Skills

- Laboratory procedures and techniques
- Critical thinking
- Ability to make links between theory and experiment

## Course Content

**The course is split into modules:**

### **Year 1**

Structure and bonding of atoms  
Chemical calculations  
Fundamentals of organic chemistry  
Inorganic chemistry of main groups  
Physical chemistry of reactions

### **Year 2**

Physical chemistry of ionic reactions  
Applications of organic chemistry and synthesis  
Inorganic chemistry of the transition metals

Why I took this subject:

*"I love learning why and how molecules react with each other and I couldn't wait to be able to do this in detail. I was excited about the possibility of being able to do more complex experiments"*

## **A Level Units – there are Three papers**

Paper 1 can assess any content from Physical and Inorganic Chemistry

Paper 2 can assess any content from Physical and Organic Chemistry

Paper 3 is a synoptic paper which can draw from any topic and consists of practical techniques questions



## Assessment

**100% Exam – 3 x 2 hour exams at the end of Year 13**

## Entry Requirements

**At least grade 7/7 in GCSE Combined Science, or grade 7 in Chemistry and at least a grade 6 in Maths.**

# Computer Science

**A Level – 2 year course - OCR**

## Key Skills

- Analyse problems in computational terms.
- Critical thinking and creative problem solving.
- Resilience and mathematical skills.

## Course Content

**The course has 3 units: 2 exams and 1 programming project**

### **1. Computer Systems**

**(40% of overall grade)**

2 hour 30 minute written exam, externally assessed.

- Characteristics of contemporary processors, input, output and storage devices.
- Software and software development (including use of programming languages).
- How data is exchanged between different systems, including databases, networks, encryption and compression.
- Data types and Boolean Algebra.
- Legal, moral, cultural and ethical issues which can arise from use of computers.

### **2. Algorithms and Programming**

**(40% of overall grade)**

2 hour 30 minute written exam

- Understand what is meant by computational thinking.
- Understand benefits of applying computational thinking to solving a wide variety of problems.
- Understand principles of solving problems by computational methods.
- Use algorithms to describe problems.
- Analyse a problem by identifying its component parts

### **3. Programming Project**

**(20% of overall grade)**

- Create a program written in Python which solves a specific computing problem.

## Assessment

**80% exam which can be sat in Year 12 or 13.**

## Entry Requirements

**Grade 7 or above in Maths, Grade 7 or above in Computer Science (if applicable)**





# Drama and Theatre

**A Level – 2 year course - Edexcel**

## Key Skills

- Acting and/or design skills
- Devising from a stimulus
- Evaluating, live theatre and own performance work
- Incorporating the work of practitioners into production ideas

## Course Content

**The course is split into three parts:**

### **3. Devising 40%**

You will devise an original piece of theatre with the rest of your class and create a portfolio documenting your process.

You will use an extract from a play as your stimulus and your performance will use the stylistic elements of a new and exciting practitioner.

Why I took this subject:

*"I took Drama and Theatre because I enjoy performing and wanted a course with some practical elements but also really wanted something which would help me to learn more of the theory behind performance."*



### **2. Text in Performance 20%**

Your teacher will direct you and your classmates in an extract from a play.

You will also learn a monologue from a different play.

You will perform both of these for a visiting examiner.

### **3. Theatre Makers in Practice:**

#### **written exam 40%**

You will take a two and a half hour written exam in which you will answer questions about:

A production you have seen;

How you would act in a particular scene of a play you have studied;

How you would design set/lighting/costume/sound for that same extract;

About how a practitioner you have studied would influence you to direct another play.

## Assessment

**60% controlled assessment / performance**

**40% written exam at the end of Year 13**

## Entry Requirements

**5 or above in GCSE Drama, 5 or above in GCSE English**

# Economics



## A Level – 2 year course - AQA

### Key Skills

- Evaluation of complex and conflicting ideas
- Critical reasoning
- Quantitative and Qualitative interpretation of data
- Application to real world scenarios

### Course Content

The course is split into two equally weighted disciplines:

#### 1. Micro Economics

Individuals, firms, markets and market failure:

- Economic methodology and the economic problem
- Individual economic decision making
- Price determination in a competitive market
- Production, costs and revenue
- Perfect competition, imperfectly competitive markets and monopoly

Why I took this subject:

*"I chose to study Economics because I was interested in what made an economy successful both in terms of individual businesses and the country as a whole. I've learnt that it's a lot of factors which all interact with each other – it's challenging but fascinating!"*

- The labour markets
- The distribution of income and wealth: poverty and inequality
- The market mechanism, market failure and government intervention in markets

#### 2. Macroeconomics

The national and international economy:

- The measurement of macroeconomic performance
- How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts
- Economic performance
- Financial markets and monetary policy
- Fiscal policy and supply-side policies
- The international economy

### Assessment

100% Exam – 3 x 2hour exams at the end of Year 13

### Entry Requirements

Grade 7 in Maths & English

# English Literature

A Level – 2 year course - AQA

## Key Skills

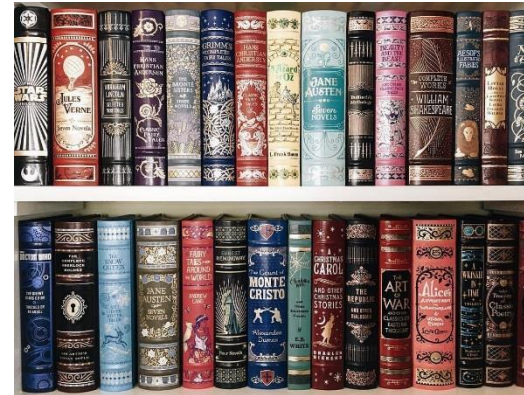
- To select, organise, and structure information into coherent essays
- Independent Research
- Contribute to discussions about various topics
- Read and synthesise information

## Course Content

The course is split into three units:

1. Love through the ages - 40%
2. World War 1 and its Aftermath - 40%  
This includes one prose text, one poetry text and one drama text
3. Independent Critical Study: Texts across Time – 20%

Students will study one text set by their English Literature teacher. They will then compare this text to one of their own choice, in agreement with their teacher. Recommended texts are subject to change depending on the set text.



## Assessment

2 exams – 1x 2hr 30min

1x 3hr

One extended essay – 2500 words

## Entry Requirements

Grade 6 in English Language and Literature

Why I took this subject:

*"I couldn't wait to be able to explore a range of different texts in a much depth as possible, alongside people that loved the subject as much as I do."*

# French



## A level 2 year course – AQA

### Key Skills

- Reading and understanding authentic literary texts.
- Communication and speaking in the target language.
- A broader understanding of cultural France and French speaking countries around the world.

### Course Content

**The course develops the skills of speaking, listening, reading and writing. Lessons are taught entirely in French.**

The lessons cover interesting and relevant topic areas such as current trends in French speaking society, artistic culture in the French speaking world as well as literary texts and films.

Many topics studied are thought-provoking and include issues such as the fight for equality and marginalised people in French society. The course also offers a wider understanding of French customs and traditions.

*“We’re living in a time where languages are becoming VERY useful. Our current BREXIT situation means that people who have knowledge of another language are going to be increasingly important. For me, there’s more to the language than just speaking. I’ve always believed that a language is never really limited to speaking as it encompasses culture and lifestyles.”*



### Assessment :

**Paper 1: Listening, Reading and Writing**

**Paper 2: Writing (based on a piece of literature or a movie)**

**Paper 3: Speaking – a conversation based on themes studied and a research project**

### Entry Requirements

**5 Grade 9 – 4 at GCSE with a 6 in French**



# Further Mathematics



## A Level – 2 year course - Edexcel

### Key Skills

- **Theme 1:** Mathematical argument, language and proof
- **Theme 2:** Mathematical problem solving
- **Theme 3:** Mathematical modelling

### Course Content

The course is split into 3 parts: Core Pure Mathematics and 2 Optional Units.

#### **Core Pure Mathematics**

- Topic 1 – Proof
- Topic 2 – Complex numbers
- Topic 3 – Matrices
- Topic 4 – Further algebra and functions
- Topic 5 – Further calculus
- Topic 6 – Further calculus
- Topic 7 – Further vectors
- Topic 8 – Polar coordinates
- Topic 9 – Hyperbolic functions
- Topic 10 – Differential equations

#### **Why I took this subject:**

“It makes the transition from sixth form to university courses which are mathematically rich that much easier as more of the first year course content will be familiar.” – [www.furthermaths.org.uk](http://www.furthermaths.org.uk)

#### **Further Mathematics Option 1**

\*Students take one of the following four options:

- A: Further Pure Mathematics 1
- B: Further Statistics 1
- C: Further Mechanics 1
- D: Decision Mathematics 1

#### **Further Mathematics Option 2**

\*Students take one of the following seven options:

- A: Further Pure Mathematics 2
- B: Further Statistics 1
- C: Further Mechanics 1
- D: Decision Mathematics 1
- E: Further Statistics 2
- F: Further Mechanics 2

### Assessment

The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of four equally weighted examination papers.

Paper 1: Core Pure Mathematics 1 (\*Paper code: 9FM0/01)

Paper 2: Core Pure Mathematics 2 (\*Paper code: 9FM0/02)

Paper 3: Further Mathematics Option 1 (\*Paper codes: 9FM0/3A-3D)

Paper 4: Further Mathematics Option 2 (\*Paper codes: 9FM0/4A-4G)

- The assessments are 1 hour and 30 minutes each.
- The assessments are out of 75 marks.
- Students must answer all questions.
- Calculators can be used in the assessments.
- The booklet 'Mathematical Formulae and Statistical Tables' will be provided for use in the assessments.

Paper 1 and Paper 2 may contain questions on any topics from the Core Pure Mathematics content. Paper 3 and Paper 4 will contain questions from the optional units.

### Entry Requirements

Grade 8/9 in Maths and a Grade a 7 in English.

# Geography

## A Level – 2 year course - AQA

### Key Skills

- Read and synthesise information
- Conduct independent fieldwork and research
- Collect, analyse and present data, findings and conclusions
- Communicate and argue key ideas through essays and discussions

### Course Content

The course is split into three parts:

#### 1. Physical Geography (40 per cent)

Water and carbon cycles

Hot desert systems and landscapes

Hazards (earthquakes, volcanoes, storms, fires)



*“The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.”* Barack Obama

#### 2. Human Geography (40 per cent)

Global systems and global governance

Changing places

Population and the environment



#### 3. Geography fieldwork investigation (20 per cent)

Four days of fieldwork

Data collection

Data analysis

Presentation of findings and conclusions

### Assessment

80% Exam – 2x 2 hour 30 minute exams at the end of Year 13

### Entry Requirements

A '6' in Geography. It is not always necessary to have studied Geography previously.

# Cambridge Technical Extended Certificate in Health and Social Care

**Level 3 – 2 year course - OCR**

## Key Skills

- Independent Research
- Contribute to discussions about complex topics
- Effective verbal and non-verbal Communication
- Read and synthesise information

## Course Content

**You will study 6 units. Four mandatory units and 2 optional ones.**

### **Building positive relationships in health and social care**

Understand relationships in health, social care or child care environments

Understand the factors that influence the building of relationships

Be able to use communication skills effectively

Why I took this subject: *"I choose Health and Social Care as I knew it was a subject that would support me in my aspiration to become a midwife. I also knew that I would be able to learn skills, for example how to communicate with someone in distress, that would assist me in the real world when I'm working independently.*



### **Equality, diversity and Rights in health and social care**

Understand the impact of discriminatory practice

Understand how equality, diversity and rights are promoted in health, social care and child care environments.

### **Health, safety and security**

Know how to respond to emergencies

Understand how legislation promotes

Health and safety

### **Anatomy and Physiology**

Understand the cardiovascular system, malfunctions and their impact on individuals

Understand the respiratory system

### **Nutrition for health**

Know nutritional and diet guidelines

Understand the functions of nutrients

### **Sociology for health and social care**

Understand sociological perspectives about health and social care

## Assessment

3 Exams 3 Coursework assignments

## Entry Requirements

**A '5' in English and Science**

# History A Level

Exam board: OCR

Course length: two-years

## Key Skills

- To critically evaluate primary evidence and historical interpretations
- To select, organise, and structure information into a coherent essay
- To conduct historical enquiries and come to a substantiated conclusion about the past
- To articulate your ideas about past peoples and events in class discussions

## Course Content

There are four units that will be studied:

### **Unit 1: British period study and enquiry - The Early Stuarts and the Origins of the Civil War 1603 – 1666**

This unit examines the challenges faced by those in authority in the years before, during and after the English Civil War. It explores concepts such as Divine Right, Arminianism, and political and religious radicalism. It promotes an understanding of the functions of government, political opposition and issues of settlement.

#### Why I took this subject:

*"I chose history A Level because I enjoyed the subject at GCSE, especially the Cold War and Elizabeth. I knew that I would be learning about what happened after Elizabeth's death in the Early Stuarts unit and about Stalin in the Russia unit. I was fascinated to learn about Chinese history. History is a traditional subject that is well-respected by universities. I knew that I would develop important skills in research and essay writing that would help in my degree"*



### **Unit 2: Non-British Period Study - Russia 1894 – 1941**

This unit covers the major events that transformed tsarist Russia into the world's first communist state. It promotes an understanding of the following key concepts - change and continuity, cause and consequence, similarity and difference – over a period of approximately 50 years. It focuses on political, economic, social and religious developments, drawing links between different perspectives.

### **Unit 3: Thematic study and historical interpretations - China and its Rulers; 1839 – 1989**

This unit will require you to assess change and continuity over a period of more than 100 years, and to evaluate interpretations of key events, individuals and developments. Highlights of the course include China's experiences of war, its development as a communist state and the tragic legacy of Chairman Mao's policies such as the Great Leap Forward and the Great Proletarian Revolution.



### **Unit 4: 4000 words coursework on a topic of your choice.**

In past years, many students have answered questions on the reasons for the success of the Civil Rights Movement, or to what extent Hitler was responsible for the Holocaust

## Assessment

**3 exams (2.5 hours, 1.5 hours and 1 hour) and coursework worth 20% of the final grade**

## Course requirements

**5 GCSEs (5-9) including a 6 in history and in English**

# Mathematics

## A Level – 2 year course - Edexcel

### Key Skills

- **Theme 1:** Mathematical argument, language and proof
- **Theme 2:** Mathematical problem solving
- **Theme 3:** Mathematical modelling

### Course Content

The course is split into 2 parts: Pure Mathematics and Statistics and Mechanics.

#### **Pure Mathematics**

- Topic 1 – Proof
- Topic 2 – Algebra and functions
- Topic 3 – Coordinate geometry in the (x, y) plane
- Topic 4 – Sequences and series
- Topic 5 – Trigonometry
- Topic 6 – Exponentials and logarithms
- Topic 7 – Differentiation
- Topic 8 – Integration
- Topic 9 – Numerical methods
- Topic 10 – Vectors

#### **Why I took this subject:**

“I did really well at GCSE Maths and have always enjoyed the subject. Whilst, I’m not sure which career I would like to pursue, I know that A Level Maths is highly regarded by many universities and employers.”



#### **Statistics and Mechanics**

##### **Section A: Statistics**

- Topic 1 – Statistical sampling
- Topic 2 – Data presentation and interpretation
- Topic 3 – Probability
- Topic 4 – Statistical distributions
- Topic 5 – Statistical hypothesis testing

##### **Section B: Mechanics**

- Topic 6 – Quantities and units in mechanics
- Topic 7 – Kinematics
- Topic 8 – Forces and Newton's laws
- Topic 9 – Moments

### Assessment

The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of three equally weighted examination papers.

Paper 1: Pure Mathematics 1 (\*Paper code: 9MA0/01)

Paper 2: Pure Mathematics 2 (\*Paper code: 9MA0/02)

Paper 3: Statistics and Mechanics (\*Paper code: 9MA0/03)

- The assessments are 2 hours each.
- The assessments are out of 100 marks.
- Students must answer all questions.
- Calculators can be used in the assessments.
- The booklet 'Mathematical Formulae and Statistical Tables' will be provided for use in the assessments.

Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content. Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B.

### Entry Requirements

Grade 7 in Maths and a Grade a 6 in English.



# Media Studies

A Level – 2 year course - OCR

## Key Skills

- Independent Research
- Contribute to discussions about complex topics
- Read and synthesise information
- Exploration of the cyber world

## Course Content

### 1. Media Messages

Students study news and online, social and participatory media in depth and learn about how media language is used to construct representations and meaning in a variety of set media products.

### 2. Evolving Media

Students consider how media industries are evolving and using technology to reach, target and address audiences through a variety of set media products. Students also consider the media language, representations and messages and values communicated by long-form television drama and how these dramas are produced and consumed globally.

Why I took this subject:

*"I wanted to be able to explore important questions like how the media impacts how we see the world"*



### 3. Creating Media

Students create a cross-media product for an intended audience in response to a set brief. This gives them the opportunity to work independently and develop expertise built from their study in components 01 and 02.



## Assessment

Two exams – 2x 2hrs and one non-exam assessment (coursework component)

## Entry Requirements

5 grade 9-5 with Grade 5 in English

# Music

## A Level – 2 year course - Eduqas

### Key Skills

- Analyse and discuss the development of music
- Perform an extended programme of music (ABRSM grade 6+)
- Develop an understanding of musical theory
- Complete a portfolio of composition work

### Course Content

The course is split into three parts:

#### 1. Performing (25% or 35%)

Weekly lessons with a professional musician in your instrument or voice

Regular performance opportunities in various venues

A 6-12 minute recital (depending on weighting)

ABRSM grade 6 or above

Solo or ensemble

One piece must link with an area of study (see Listening)

Moderated by a visiting examiner in a recital

Why I took this subject:

*"I love music and had really enjoyed the opportunity to engage with the subject in detail at GCSE. I enjoyed learning how to listen to and appraise music, and have been supported in developing my singing up to grade 8."*  
Vanessa, Y13



#### 2. Composing (25% or 35%)

Two Compositions with a combined length of 4-8 minutes (depending on weighting)

One-to-one composition weekly composition lessons with a specialist composition teacher

Focus on developing composition techniques

Training in the use of different pieces of composition software

Portfolio externally assessed by an external examiner

#### 3. Listening (40%)

Compulsory unit:

- The Western Classical Tradition

Choose one of:

- Rock and Pop
- Musical Theatre
- Jazz

Choose one of:

- Into the Twentieth Century
- Into the Twenty-First Century

One 2 hour, 15 minute exam at the end of year 13.

### Assessment

40% Exam (2 hours, 15 minutes) plus 60% coursework

### Entry Requirements

A '6' in Music and at least grade 5 in an instrument/voice and theory (discuss with Director of Music if you're not sure).

# Performing Arts

**BTEC (equivalent to 1.5 A-Levels) – 2 year course - Edexcel**

## Key Skills

- Acting and performance skills
- Devising work for different audiences
- Researching and preparing for career opportunities in the sector
- Directing and refining

## Course Content

The course is split into two units:

### **1. Acting Skills Development - 63%**

You will learn about different styles and forms of performance, develop your own work, and produce pieces for an audience.

### **2. The Performing Arts Industry – 37%**

You will learn about how the industry has evolved, the different career paths on offer, and how you might make a living in this, the fastest growing sector of the UK economy.



## **How the course is taught**

You will complete a series of projects over the two-year period which will all contribute to your final grade. These will include:

- Learning about theatre practitioners by creating devised and scripted work
- Being directed in a performance which will be performed in the West End
- Creating an original piece of theatre designed to educate children and touring it round local primary schools
- Mask performance
- A final major performance at the end of the course
- Research projects about the industry itself

Why I took this subject:

*"I took Performing Arts because I love acting and developing performances. I enjoy working as part of a team and I love the buzz of being onstage. I wanted a course without a written exam."*

## Assessment

100% controlled assessment

## Entry Requirements

Five grades 9-5 at GCSE

# Photography



**A Level – 2 year course - Edexcel**

## Key Skills

- How to take and edit photographs
- Creativity
- Sustained refinement of work
- Researching and incorporating the work of other artists

## Course Content

**The assessment course is split into two parts:**

### **1. Personal Investigation (60%)**

In year 12 students complete component 1. This component incorporates two major elements: supporting studies & practical work. Students are either given the starting point of Transformation or Journeys & Pathways.

In year 13 students continue working on component 1 with the added element of the personal study. The personal study is a 1000 word minimum continuous prose. The Personal Study is a critical and visual appraisal (an act of assessing something or someone) or theoretical (concerned with or involving the theory of a subject or area of study rather than its practical application) study of any aspect of the visual arts.

Students in year 13 are given the opportunity to decide their own theme which should be a continuation and development of the themes

### **2. Externally Set Assignment (40%)**

*In February of year 13 students start component 2, the externally set assignment. This component incorporates two major elements: preparatory studies and the 15-hour period of sustained focus.*

*The Externally Set Assignment comprises an externally set theme with suggested starting points.*

*Students will need to develop their own personal work from this theme and related starting points.*

## Assessment

**60% Personal Study**

**40% Externally Set Assignment**

## Entry Requirements

**Five grade 9-5 at GCSE, although this does not have to include Art**

Why I took this subject:

*"I took Photography because I was really interested in developing a new skill. I wanted to work creatively and practically and so chose a course I thought would be good preparation for an interesting career."*

# Physics

## A Level – 2 year course - AQA

### Key Skills

- Practical work
- Analytical skills
- Logical thinking
- Independent Study Skills
- Mathematical skill

### Course Content

The course is split into modules:

#### Year 1

1 Measurements and their errors  
2 Particles and radiation  
4 B materials

3 Waves  
4A Mechanics  
5 Electricity

#### Year 2

6 Further mechanics and thermal physics  
7 Fields and their consequences  
8 Nuclear physics  
9 Options (including astrophysics, medical physics and engineering physics)

Why I took this subject:

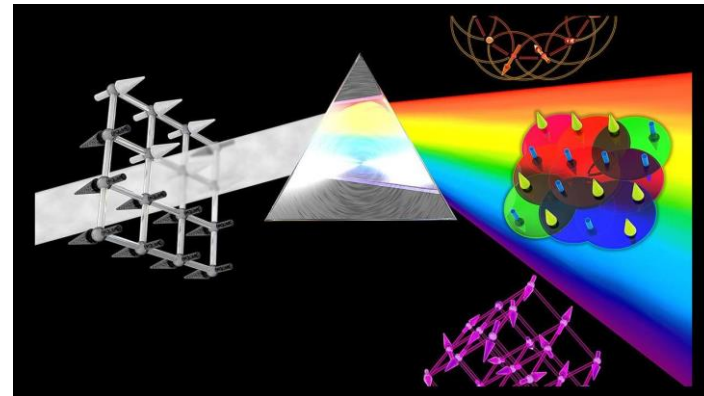
*“I wanted to be able to delve into the intricacies of how the universe works and explore these phenomena’s for myself.”*

### A Level Units – there are three papers

Paper 1: Sections 1 to 5 and 6.1 (Periodic motion) Assessed: written exam: 2 hours 85 marks  
34% of A-level

Paper 2: Sections 6.2 (Thermal Physics), 7 and 8

Paper 3: Practical skills and data analysis and the option



### Assessment

100% Exam – 3 x 2 hour exams at the end of Year 13

### Entry Requirements

At least grade 7/7 in GCSE Combined Science, or grade 7 in Physics and at least a grade 6 in Maths.



# Politics

## A Level – 2 year course - AQA

### Key Skills

- Ability to gather information, analyse its importance and organise it for use.
- Ability to critically analyse evidence and construct coherent arguments.
- Ability to effectively communicate ideas and information orally and in writing.

### Course Content

The course is split into three parts which are all equally weighted:

#### 4. Government and Politics of the UK

The British Constitution

Parliament, The Prime Minister, Cabinet and Judiciary

Political parties, democracy, elections, devolution



*“Democracy works but we’ve got to want it – not just during an election year, but all the days in between.”* Barack Obama

#### 2. Government and Politics of the USA and comparative politics

Constitution, President, Congress, Judiciary

Elections, political parties, pressure groups, civil rights

Comparative politics: Constitutional arrangements, executives, judiciaries, electoral and party systems, pressure groups, civil rights



#### 3. Political ideas

Liberalism, Conservatism, Socialism

Nationalism, Feminism, Multiculturalism

Anarchism, Ecologism

As part of the course, senior political figures will be invited to address students and visits will be organised to political bodies, including the Houses of Parliament, Supreme Court and Electoral Commission.

### Assessment

100% Exam – 3 x 2 hour exams at the end of Year 13.

### Entry Requirements

A Grade 6 in English and a Grade 6 in a Humanities subject.

# Product Design

## A Level – 2 year course - AQA

### Key Skills:

- Independent market research
- Communicating ideas through a range of medium
- A wide range of processes associated with all major materials
- Problem solving
- Experimentation through modelling and testing

### Course Content:

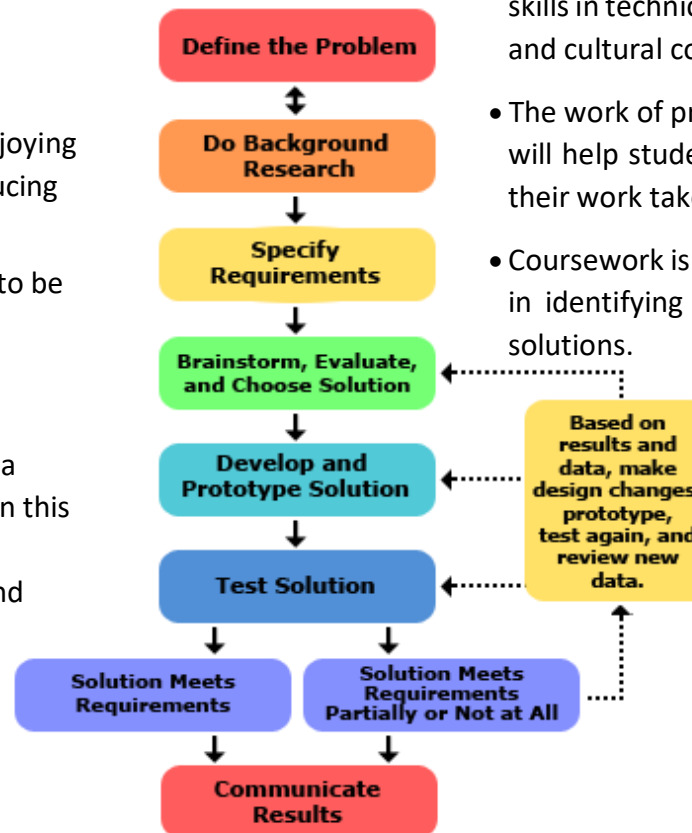
This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

It offers candidates an opportunity to gain personal satisfaction and a positive experience from working with a variety of medium. Practical problem-solving processes in this subject will encourage students to take a broad view of Product Design, developing their capacity to design and manufacture products and to appreciate the complex relations between design, materials, manufacture and marketing.



### The Design Process



### Candidates will:

- Develop and sustain their own innovation, creativity and Design and Technology capability, to recognise constraints and to produce high quality products.
- Develop a critical understanding of the influences and constraints process have on how products are developed.
- Use information and communication technology (ICT) to enhance their design and technological capability.
- Recognise the social, moral, spiritual and cultural values inherent in design and technological activity, and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, social and cultural contexts.
- The work of professional designs and design movements of the past will help students see how trends and styles change and the place their work takes in shaping the products of today.
- Coursework is client based and candidates will work with their client in identifying problems and developing unique and sophisticated solutions.

### Assessment

50% NEA (non-examined assessment) and 2 exams each worth 25%.

### Entry Requirements

A '6' in Design Technology and a '5' in Maths

# Psychology

A Level – 2-year course - AQA

## Key Skills

- Independent research
- Contribute to discussions about complex topics
- Communicate and evaluate key ideas through essays
- Application of knowledge to real life

## Course Content

The course is split into three equally weighted papers:

### **Paper 1: Introductory Topics in Psychology**

Social influence

Memory

Attachment

Why I took this subject:

*"I took Psychology because I've always been intrigued by the way the mind works and studying Psychology has provided me with the incredible opportunity to explore concepts in depth explaining why we act as we do."*

### **Paper 2: Psychology in Context**

Approaches in Psychology

Biopsychology

Research methods

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

Issues and debates in Psychology

Relationships

Schizophrenia

Aggression



## Assessment

100% Exam – 3 x 2hr exams at the end of Year 13

## Entry Requirements

Grade 6 in English, Maths and Science

# Religion, Philosophy & Ethics



## A Level – 2 year course - AQA

### Key Skills

- Independent Research
- Contribute to discussions about complex topics
- Communicate and argue key ideas through essays
- Read and synthesise information

### Course Content

The course is split into three equally weighted parts:

#### 1. Philosophy

Arguments for the existence of God

Evil and suffering

Religious Experience

Verifying religious experiences

Religious Language

Miracles

Self, death and the afterlife

Why I took this subject:

*"I took Philosophy and Ethics as I wanted to be able to articulate my thoughts and arguments in a more sophisticated way and I'm really interested in ethical dilemmas and how to decide what is right and wrong"*

#### 2. Ethics

Normative ethical theories

Application of natural moral law, situation ethics and virtue ethics to: issues of human life and death; issues of non-human life and death

Introduction of meta ethics: the meaning of right and wrong

Free will and moral responsibility

Conscience

Bentham and Kant

#### 3. Christianity

Sources of wisdom and authority

God

Self, death and afterlife

Good conduct and key moral principles

Expressions of religious identity

Christianity, gender and sexuality

Christianity and science

Christianity and secularism

Christianity, migration and religious pluralism

Dialogues between Christianity and Philosophy/Ethics

### Assessment

100% Exam – 2x 3hour exams at the end of Year 13

### Entry Requirements

A '6' in Religious Studies and a '6' in English





# Sociology



## A Level – 2 year course - AQA

### Key Skills

- Independent Research
- Contribute to discussions about complex topics
- Communicate ideas verbally
- Read and apply theories and concepts to societal issues

### Course Content

The course is split into five topic areas:

#### 1. Families & Households

- Couples
- Childhood
- Theories of the family
- Demography
- Changing family patterns & family diversity
- Families & social policy

#### 2. Education

- Differences in educational achievement: class, gender, ethnicity
- The role of education
- Educational policy & inequality

Why I took this subject:

*"I chose to study Sociology because it offered an opportunity to examine everyday units and institutions such as the Education System and families in an interesting and insightful way – looking at their purpose, how they've changed and how they might be improved."*

#### 3. Beliefs in Society

- Theories of religion
- Religion and social change
- Secularisation
- Religion, renewal and choice
- Religion in a global context
- Organisations, movements and members
- Ideology and science



#### 4. Crime & Deviance

- Theories of crime
- Class, gender & ethnic differences in crime
- Crime and the media
- Globalisation, green crime, human rights and state crime
- Control, punishment and victims

#### 5. Theory & Methods

- Quantitative & Qualitative research methods
- Sociology & Science
- Functionalism, Marxism, Feminism
- Globalisation, modernity and postmodernity
- Sociology & Social Policy

### Assessment

100% Exam – 3 x 2hour exams at the end of Year 13

### Entry Requirements

Five Grade 4s or above including at least a 5 in English & Maths



# Spanish

A level 2 year course – AQA

## Key Skills

- Reading and understanding authentic literary texts.
- Communication and speaking in the target language.
- A broader understanding of cultural Spanish and Spanish speaking countries around the world.

## Course Content

**The course develops the skills of speaking, listening, reading and writing. Lessons are taught entirely in Spanish.**

The lessons cover interesting and relevant topic areas such as current trends in Spanish speaking society, artistic culture in the Spanish speaking world as well as literary texts and films.

Many topics studied are thought-provoking and include issues such as the fight for equality and marginalised people in Spanish society. The course also offers a wider understanding of Spanish customs and traditions.

*"I studied Spanish because I love the sound of the language and want to carry on with this when I go to university, possibly tying this in with a business/commerce course. I would like the opportunity to live in Spain, especially Barcelona which I always find an exciting city."*



## Assessment :

**Paper 1: Listening, Reading and Writing**

**Paper 2: Writing (based on a piece of literature or a movie)**

**Paper 3: Speaking – a conversation based on themes studied and a research project**

## Entry Requirements

5 Grade 9 – 4 at GCSE with a 6 in Spanish