St Francis Xavier's College

6th Form Prospectus

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Courses that are tailored to the needs of the individual

Welcome

St Francis Xavier's College 6th Form is an exciting and supportive learning community with high standards and expectations for all students.

Underpinned by the schools mission statement 'Life in all its fullness' 6th Formers are well prepared for the exciting challenges of young adulthood and beyond through participating in high quality curricular and enrichment provision to ensure they leave school as well-rounded, confident and reflective individuals ready to face the challenges of the 21st Century.

Academic achievement is of the highest priority in the 6th Form as is pastoral support. Our well qualified and experienced staff work hard to support students as they make the transition in the 6th Form between Post-16 and Higher/Further Education and employment. Our experienced pastoral staff are highly committed to help support, guide and nurture 6th Form students as they complete their journey and fulfil their potential both academically and personally.

6th form is a wonderful opportunity to enhance and develop knowledge and understanding of subject matter as well as personal skills such as independence,resilience, leadership and responsibility. We offer a diverse suite of courses that are tailored to the needs of the individual as well as an impressive array of enrichment and volunteering opportunities such as Duke of Edinburgh, Oxbridge support and apprenticeship workshops.

Our 6th Form students benefit from having an impressive common room with dedicated 6th Form classrooms. Additionally we are extremely fortunate to have state of the art facilities in Science and Sport as a result of recent building improvements. Students benefit from having access to free Wifi and are encouraged to use both the common room and 6th Form Learning Resource Centre for independent study to complement their classroom learning.

Careers Education, Information, Advice and Guidance is provided in the 6th Form by the 6th Form team in collaboration with our qualified Independent careers advisor. All students can access careers advice through this service. We have developed close links with local universities and students benefit from this through opportunities to shadow undergraduate students as well as attend lectures.

We actively encourage all students to be part of the wider school community. We have many opportunities that 6th formers can help out with such as paired reading with Year 7 boys, helping out with extracurricular clubs such as maths, Sport, etc as well as taking up leadership roles by becoming a member of the school council and becoming part of the senior prefect team.

We are immensely proud of our 6th Form students and together in partnership with parents, we will ensure they flourish into well-rounded individuals, prepared for the next phase in their life's journey.

Ms Pauline Finlay
Director of 6th Form

Miss Kelly Arends
Head of Upper School

Students leave school as well-rounded, confident and reflective individuals

A Level Art, Craft & Design

Examination Board: AQA - marked by the centre and moderated by the Exam Board.

Drawing is an essential skill which is fundamental to art, craft and design and will be explored, throughout the course, using a variety of methods and media on a variety of scales. Underpinning this work is the use of sketchpads/journals which will show an exploration of images, artefacts and resources from the past and recent times, including European and non-European examples. In practical work students must show a response which demonstrates an awareness of different styles, genres and traditions including a contextual understanding. Visits to Art Galleries will form an integral part of the course. Independent work and attendance at all extra sessions offered are imperative for success in this subject.

Entry Requirements

GCSE Art at grade 6 or above.

The course allows students to develop ideas in a wide range of media: they are required to work in at least two of the following (overlapping areas and a combination of areas is also acceptable):

- Fine Art (drawing, painting; print-making, sculpture, photography; film)
- Graphic Design (computer aided graphics, illustration, print-making)
- Photography (Photoshop, digital and film)
- 3D Design (sculpture, interiors, environmental design, body adornment)
- Textiles (fashion design, textiles design for interiors or fashion, textile art, weave, embroidery)

Component 1 (60%) Portfolio of Work:
This a personal investigation and will include critical and contextual studies whereby students will develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. We encourage them to have more independence and be able to create several sustained and detailed pieces of work based on their chosen starting point. Students work to their strengths as well learning new techniques in workshops and gallery visits. We expect them to use the facilities available in a studio manner to complete work outside of lesson time.
In the second year students will also complete a written study relating to their art work and is 1000-3000 words.

Component 2 (40%) Externally Set Task:
Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes within 15 hours of supervised time.

Progression:
A wide range of courses are available at Art Colleges, entry for Degree courses normally follows a Foundation Course in Art & Design. The College has an excellent record of students going on to pursue Further Education in Art & Design. Courses include Foundation & degrees in Animation, Interior design, Architecture, Fine Art, Fashion, Graphic Design and Interior design.

Curriculum Leader: Mrs V Charlett

A Level Biology

Exam Board: AQA. Specification: 7402

To comprehend the complexity of living things, how they relate to one another and their environment is truly astounding. Consider that we are merely the current stage in the formation of life which began some 4 billion years ago. This gives you an idea of where your studies can take you with A Level Biology.

If it weren't for living things, the mineralogy and geology of Earth would be vastly different today. Many of the rocks and minerals that make up the Earth's surface are derived from organisms. Chalk and limestone being the remains of shellfish and similar sea creatures, while flint is a product of sponges.

Through Biology you are studying life itself. This coupled with evolution gives us the context we need to examine ourselves and the larger environment we are part of. By exploring the existing theories and principles that make up these complex living systems, we gain a greater understanding of how they can be created, sustained and destroyed.

Biology is fascinating, unique and largely undiscovered. We know so much about the living world around us yet so little at the same time. Take your curiosity further and by studying this enthralling branch of science.

Entry Requirements

Students must obtain at least grade 6 in Additional Science or grade 6 in Biology at GCSE and grade 6 in Mathematics GCSE.

Assessments:

Paper 1:
2 hours; 91 marks; 35% of A-level marks; short and longer answer questions (76 marks) & an extended answer question (15 marks).
Content from topics 3.1-3.4 & relevant practical skills

Paper 2:
2 hours; 91 marks; 35% of A-level marks; short and longer answer questions (76 marks) & an extended answer question (15 marks).
Content from topics 3.5-3.8 & relevant practical skills

Paper 3:
2 hours; 78 marks; 30% of A-level marks; structured questions about practical techniques (38 marks); a data analysis question (15 marks) & an essay from a choice of two (25 marks).
Content from all topics 3.1-3.8 & relevant practical skills

Practical Assessment:
There is a requirement for pupils to experience a minimum of twelve prescribed practical activities. These are shown below.

1. Investigating enzymes
2. Microscopy: slide preparation and an investigation into mitotic index
3. Serial dilution, calibration curves and water potential
4. Investigating the permeability of cell membranes
5. Dissection of animal or plant gas exchange system or mass flow system
6. Aseptic technique and investigation into the effect of an antimicrobial substance on microbial growth.
7. Chromatography: separation of photosynthetic pigments
8. Investigating dehydrogenase activity in chloroplasts
9. Anaerobic respiration in micro-organisms e.g. yeast
20. Investigating movement in invertebrates in response to an environmental stimulus
22. Investigation of glucose content of a 'urine' sample using a colorimetric technique
22. Investigating the effect of a named factor on the distribution of a species

Mathematical Requirements: There has been a large increase in the breadth and depth of the mathematical knowledge and skills required in A level Biology.

Curriculum Leader: Ms E Griffiths

Cambridge Technical in Business Level 3

Extended Certificate / Diploma

What does the qualification cover?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is also appropriate for and consistent with current practice for students planning to enter employment directly in the business sector. The qualification gives students the knowledge, understanding and skills that underpin the business sector to prepare them for further study or training at a higher level.

Entry Requirements

4 GCSE's at Grade 5 or above (or equivalent).

All students taking these qualifications will study units covering the following content areas:

- **The Business Environment**
- **Working in Business**
- **Customers & Communications**

The Cambridge Tech Level 3 National Extended Certificate in Business is equivalent in size to one A level. It is for students interested in learning about the sector alongside other fields of study, with a view to progressing to a wide range of HE courses, but not necessarily in business.

The Cambridge Tech Level 3 National Diploma in Business is the second largest qualification in the suite of Cambridge Nationals in Business and is equivalent in size to two A levels. It is an ideal qualification to take where business is the main interest of the student, and in order to progress to an HND, or alternatively, a full degree, if taken with another level 3 qualification.

In addition to the three units above – all students study:

- **Business Decisions**
- **Marketing & market Research / Strategy / Campaigns**
- **Change management**
- **Project management**

Progression to Year 13:
Students will need to have made sufficient progress in year 12 to meet their target grade in year 13.

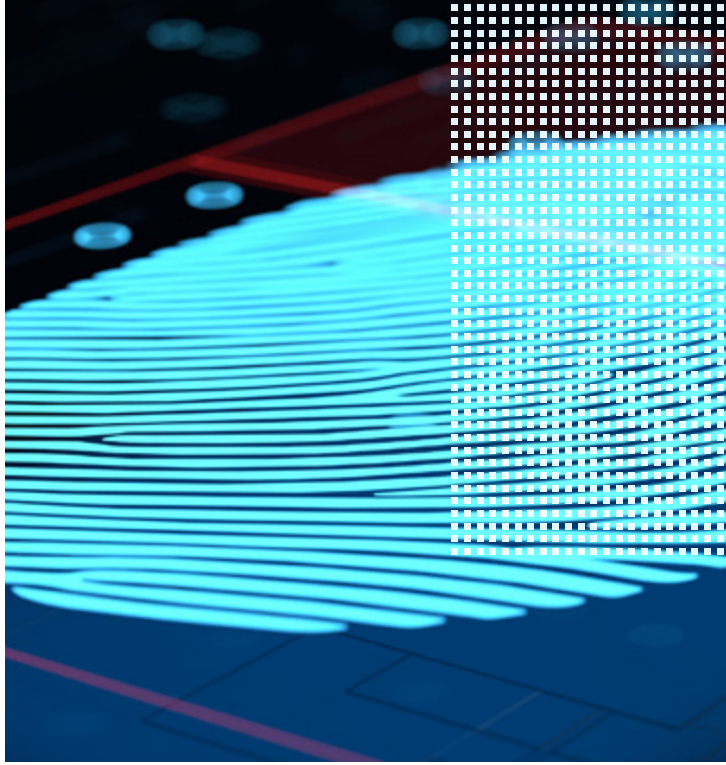
The individual units for the Extended Certificate are assessed by either coursework or examinations.

Level 3 Cambridge Technicals in Business qualifications help students to achieve their potential and progress to the next stage of their lives, whether that's higher education, an apprenticeship or employment.

Curriculum Leader: Ms McParland

Level 3 Applied Diploma in Criminology

Examination Board: EDUQAS



Course Content:

What is Criminology? Criminology is an exciting subject which will allow you to understand crime and deviance in detail. You will focus on the impact that crime and criminal behaviour has on societies and explore how criminal behaviour can be explained. Questions such as 'why do people commit crime?', 'How should we punish offenders?' And 'what is the role of the criminal justice system?' will be addressed throughout the two year course.

Entry Requirements

GCSEs Grade 5 or above including English Language.

Some units are externally assessed by examination and one is internally assessed coursework.

Unit One: Changing Awareness of Crime
Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes, will provide an understanding of the complexity of behaviours and the social implications of such crimes and criminality.

Unit Two: Criminological Theories
Knowing about the different types of crime and the criminological approaches to theory will give you a sharper insight into the kind of thinking used by experts and politicians to explain crime and criminality. Public law makers are informed by theory and apply these theories to their own solutions to the problem of crime. By undertaking this unit, you will learn to support, challenge and evaluate expert opinion and be able to support your ideas with reliable and factual evidence.

Unit Three: Crime Scene to Courtroom
The criminal trial process involves many different people and agencies. Learning about the roles of these will give you a clearer insight into what happens once a crime is detected and the process that leads to either a guilty or non-guilty verdict. There are strict rules as to how evidence is collected from a crime scene and also strict rules governing the giving of evidence in court. Learning about these rules will allow you to review the trial process and assess whether the aims of the criminal justice system have been met. By undertaking this unit, you will be able to assess the use of lay people in determining the fate of a suspect and evaluate the criminal trial process from crime scene to courtroom.

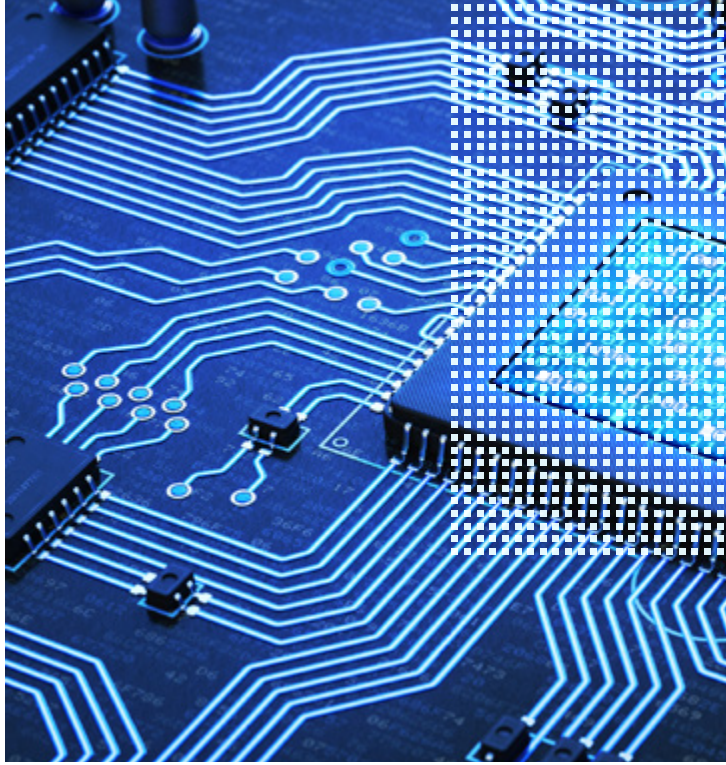
Unit 4: Crime Scene and Punishment
Most people in our society are law-abiding and unwilling to break laws. Law-breaking is frequently of the petty variety, so serious crime and repeat offending is often restricted to a few people who cannot or will not abide by the rules that most of us consider to be so important. Society has had to develop a complex system of mechanisms, processes and organisations to ensure that people do not break the law. If they do commit crime, society needs to be protected from their behaviour.

Progression after school:
There are many progression routes for which a qualification in Criminology would be useful due to the skills you will develop. Specific career paths include: Police Officer, Prison Officer, Probation Officer, Social Worker, Youth Worker and many more.

Curriculum Leader: Ms P Finlay

BTEC Level 3 National In Information Technology

Examination Board: Edexcel

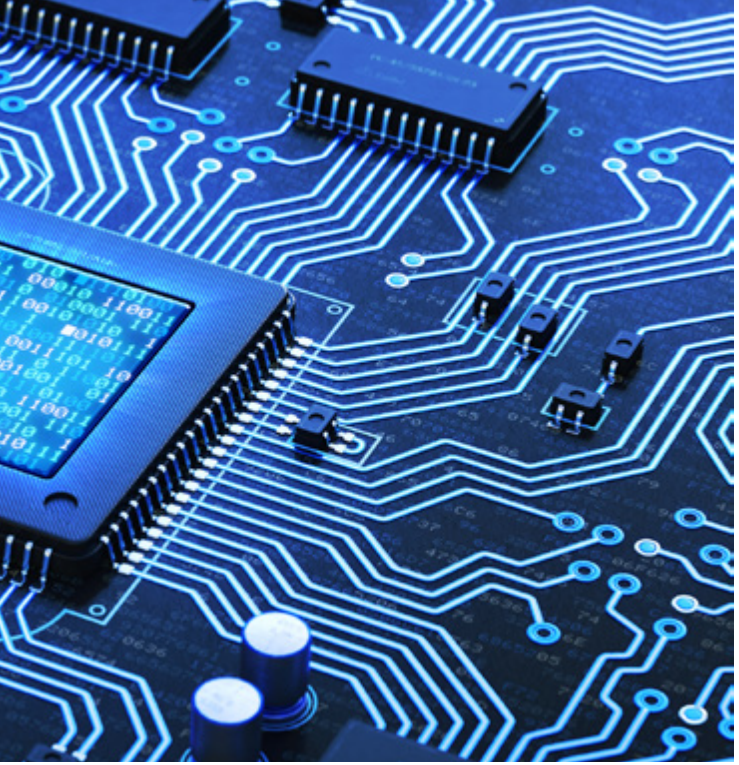


Course Structure:

4 Units over 2 years

Course Content:

In Year 12, students must study three compulsory units as specified by the examinations board. Two units are externally assessed by examination and one is internally assessed coursework.



Entry Requirements

GCSE grade Pass or above in IT or Grade 4 Computer Science.
OR
5 GCSEs Grade 5 including Maths, English Language and Science.

Unit One:
Information Technology Systems
Learners study the role of computer systems and the implications of their use in personal and professional situations.

Unit Two:
Creating Systems to Manage information
Learners study the design, creation, testing and evaluation of a relational database system to manage information.

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

Progression after school:
Information Technology is widely acknowledged as one of the most rapidly advancing vocational subjects. It leads naturally onto courses which involve problem solving, system design and analysis, e.g. Multimedia, Information Systems, and Programming. The course also enhances other subjects such as Science and Business.

Progression to Year 13:
The Level 3 BTEC in IT is expanded upon in Year 13 to include Web Development or Spreadsheet Modelling.

Curriculum Leader: Mrs J Holmes

Cambridge Technical Level 3 in Sport and Physical Activity

Extended Certificate (Single Award)

Exam Board OCR

The Cambridge Technical in Sport is a stimulating and challenging new vocational course for students who intend to study for a degree or follow a career in sport or recreation. The certificate is a two year full-time course equivalent to one A Level. You will combine the Certificate with two A Level courses and the Community Sports Leader Certificate. 360 GLH (445 TQT) Equivalent in size to one A Level. 5 distinct units will be completed over the two years of which 2 are external assessed.

Entry Requirements

For the OCR Extended Certificate Single Award with two A Levels students require:

5 GCSE's at Grade 5 or above.

Students must show an interest and an aptitude for Sport.

Skills and Interests: you should

- Have practical sporting ability
- Be able to communicate effectively in speech
- Enjoy and be good at problem solving
- Be able to plan your own learning and to meet deadlines
- Be able to work in groups

The following skills are also important: working with numbers, producing clear and accurate written work, and using ICT. You should be reasonably confident and fluent in spoken communication. We recommend the following A Level subjects alongside the certificate: Biology, Psychology, ICT or English.

Course Content
(Single Award 360 Guided Learning Hours):

Year 12 Study Unit (number and title)		Assessment External/Internal	Year 13 Study Unit (number and title)		
Unit 1	Body systems and the effects of physical activity	External Test	**Unit 2**	Sports coaching and activity leadership	Internal
Unit 3	Sports organisation and development	External Test	**Unit 5**	Performance analysis in sport and exercise	Internal
Unit 18	Practical skills in sport and physical activities	Internal			

Assessment:
Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Externally-assessed units:
There are two external assessments in the extended certificate, to be completed in June of year 12. Pupils are allowed 2 further assessment opportunities to meet the required grade.

The styles of external assessment used for qualifications in the Sport suite are:

- Examinations – all learners take the same assessment at the same time, normally with a written outcome
- Set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task

Internally-assessed units:
Most units in the sector are internally assessed and subject to external standards verification. This means that teachers set and assess the assignments that provide the final summative assessment of each unit.

Learners could be given opportunities 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
- Demonstrate practical and technical skills

Synoptic assessment:
Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task

Curriculum Leader: Mr M Platt

Cambridge Technical Level 3 in Sport and Physical Activity

Diploma (Double Award)

Exam Board: OCR

The Cambridge Technical in Sport is a stimulating and challenging new vocational course for students who intend to study for a degree or follow a career in sport or recreation. The diploma is a two year full-time course equivalent to two A Levels, so it will form the major part of your Sixth Form studies. You will combine the Diploma with an A Level course and also complete the Community Sports Leader Certificate. 10 distinct units will be completed over the two years of which 3 are external assessed.

Entry Requirements

For the OCR Extended Certificate Double Award with two A Levels students require:

5 GCSE's at Grade 5 or above.

Students must show an interest and an aptitude for Sport.

Skills and Interests: you should

- Have practical sporting ability
- Be able to communicate effectively in speech
- Enjoy and be good at problem solving
- Be able to plan your own learning and to meet deadlines
- Be able to work in groups

The following skills are also important: working with numbers, producing clear and accurate written work, and using ICT. You should be reasonably confident and fluent in spoken communication. We recommend the following A Level subjects alongside the certificate: Biology, Psychology, ICT or English.

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Externally-assessed units:
There are three external assessments in the diploma, to be completed in June of year 12. Pupils are allowed 2 further assessment opportunities to meet the required grade.

The styles of external assessment used for qualifications in the Sport suite are:

- Examinations – all learners take the same assessment at the same time, normally with a written outcome
- Set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task

Internally-assessed units:
Most units in the sector are internally assessed and subject to external standards verification. This means that teachers set and assess the assignments that provide the final summative assessment of each unit.

Learners could be given opportunities 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
- Demonstrate practical and technical skills

Synoptic assessment:
Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

Curriculum Leader: Mr M Platt

Course Content (Double Award 720 Guided Learning Hours):

Year 12 Study Unit (number and title)		Assessment External/Internal	Year 13 Study Unit (number and title)		
Unit 1	Body systems and the effects of physical activity	External Test	**Unit 2**	Sports coaching and activity leadership	Internal
Unit 3	Sports organisation and development	External Test	**Unit 5**	Performance analysis in sport and exercise	Internal
Unit 18	Practical skills in sport and physical activities	Internal	**Unit 8**	Organisation of sports events	Internal
Unit 4	Working safely in sport, exercise, health and leisure	External Test	**Unit 17**	Sports injuries and rehabilitation	Internal
Unit 13	Health and fitness testing for sport and exercise	Internal			
Unit 9	Sport and exercise psychology	Internal			

SFX Football Academy

Do you have a passion for football, a willingness to improve, whilst studying for further education or skills to assist with your next steps. If so our exciting new football programme might be for you.

Our UEFA qualified coaches will deliver weekly training sessions aimed at improving each individual, physically (through regular fitness testing and different fitness training methods), technically (through skill specific drills and small sided games) tactically (with regular post match analysis, in depth team shape, system and formation activities) and psychologically (with challenging in game circumstances and scenarios for the players).

Entry Requirements

To study level 3 courses you will need grade 5 or above in five subjects including English and Maths).

Level 2 courses are subject to interview.

The end goal of the programme is the development of well rounded individuals with a positive attitude to hard work and progress on the field and in the classroom. With the skills and confidence to realise their future potential in further education an apprenticeship or employment.

Programme Structure

Pupils enrolled on the programme will complete two morning training sessions 9.00am - 11.00am two days a week, focusing on the physical, technical and tactical demands on the game. These sessions will take place at the Simpsons Football Hub 4G facility. Wednesday afternoon 12.40pm - 4.30pm will see pupils participate in the Association of Colleges U18 league playing weekly fixtures against elite schools and colleges. On Thursday morning the sessions will also involve post match recovery and analysis of the previous day's game. The remainder of the school day will be devoted to subject lessons at Level 2 and 3 depending on the pupils pathway alongside some free periods for out of classroom study.

Academic Study and choices

The programme can be combined with any other courses that are or on offer to the SFX 6th form based on your achievement at GCSE level.

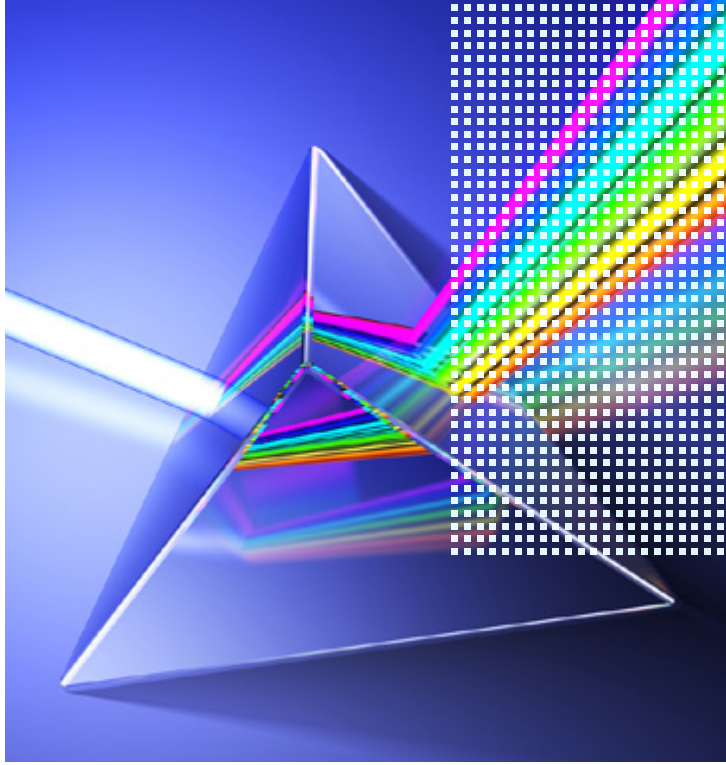
Additional Course Benefits

Students are given the opportunity to achieve additional qualifications, such as FA Level 1 in Coaching Football and First Aid qualifications. These additional qualifications will enhance your CV and increase future employment opportunities. Students benefit from university open days and work experience in a fast paced PE/Sport environment. Opportunity to play fixtures in front of USA soccer scholarships staff.

Pupils also gain the guidance and support from dedicated teachers with vast experience in their subjects, pastoral support and detailed knowledge and understanding of the UCAS application process and reference writing.

'Sporting and academic excellence through life in all its fullness' can be achieved through your enrolment on the programme. Please see Mr Kelly if you have any further questions or would like to register your interest.

BTEC Forensic and Criminal Investigation

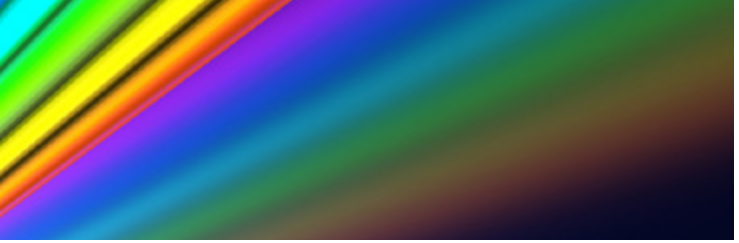


Examination Board: Peason

Forensic analysis is used widely by the legal professions, the police and the Crown Prosecution Service in the defence or prosecution of clients.

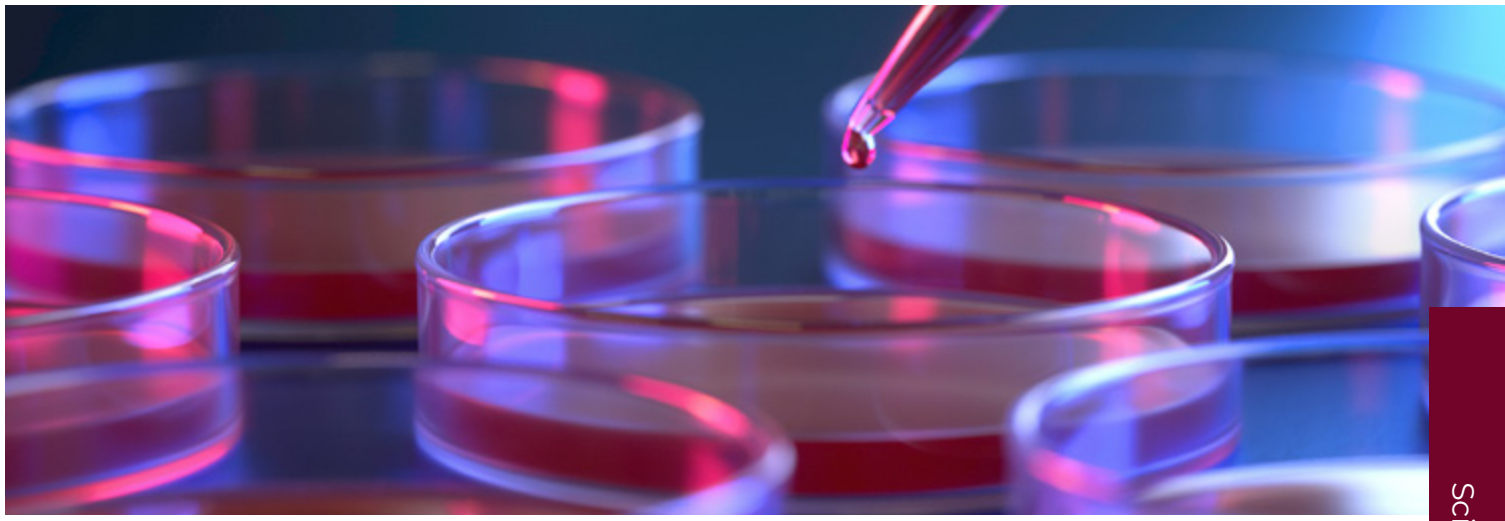
You will gain a solid grounding in DNA technology, chemical analysis, microbiological techniques and genetics and look at the psychology behind criminal acts, as well as develop the analytical, evaluative and technical skills to work within a wide range of scientific industries or progress to higher education.

The course opens up a range of career opportunities as a forensic scientist, biomedical scientist and medical science technician or in the fields of criminology and forensic psychology.



Entry Requirements

5 GCSE's at Grade 5 or above and a grade 5 in Science or a grade 5 in one of the separate Sciences.



4 units of which 3 are mandatory (1, 2, 3, unit 8 has been selected from the optional units) and 2 are externally assessed.

Mandatory content (83%).
External assessment (58%).

The Units studied are:
Unit 1: The Principles and Applications of Science 1
Unit 2: Practical Scientific Procedures and Techniques
Unit 3: Science Investigation Skills
Unit 8: Physiology of Human Body Systems

Assessment:
4 internally assessed assignments, 3 are practical, one is reflective and External Examination.

Who is this qualification for?
The Pearson BTEC Level 3 Extended Certificate in Applied Science is intended as an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education, and ultimately to employment, possibly in the applied science sector. The qualification is equivalent in size to one A Level and aims to give a basic introduction to the study of Applied Science. Learners who wish to take this qualification will have successfully completed a Level 2 study programme with GCSEs or vocational qualifications. It is normally taken alongside other Level 3 qualifications.

What could this qualification lead to?
Learners who have completed this qualification in a year may progress to further learning at Level 3, for example to a BTEC Level 3 National Extended Certificate in a complementary sector, or to a larger size BTEC Level 3 National in Applied Science. The requirements of the qualification will mean that learners develop the transferable and higher order skills which are valued by higher education providers and employers. For example, when studying Unit 2: Practical Scientific Procedures and Techniques, learners will develop laboratory skills, including collaboration and teamwork which support some of the skills learners need to progress to higher education, employment, self-employment or training. The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many relevant courses if taken alongside other Level 3 qualifications as part of a programme of learning. Learners will be able to choose a wide range of degree programmes to progress to, depending on the other qualifications they have taken.

For example, taken alongside:
A-Levels in Geography and Economics, and an A Level in Mathematics to progress to Geography courses
A-Levels in Business, Mathematics and Economics, or Psychology to progress to Business or Economics courses Learners should always check the entry requirements for degree programmes with specific higher education providers.

Curriculum Leader: Ms E Griffiths

A Level Business Studies

Examination Board: AQA

The course will encourage students to:

- Develop a critical understanding of organisations, the markets they serve and the process of adding value.
- Be aware that business behaviour can be studied from the perspective of a range of stakeholders including customers, managers, creditors, owners/shareholders and employees. In addition students should be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity.
- Be aware of the current structure of business and business practice, as reflected in different sectors and environments.

Entry Requirements

GCSE Grade 5 or above in English Language and Mathematics.

Students will study the following units:

- What is Business?
- Managers, leadership and decision making.
- Decision making to improve – marketing performance, operational performance, financial performance and human resource performance.

In Year 13 students will investigate how strategic decisions are made in businesses.

Progression after school:
In Year 13 students will investigate how strategic decisions are made in businesses and study the below units:

- Analysing the strategic decisions of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

Final assessment for this qualification is made by three external examinations (all equally weighted).

Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

Curriculum Leader: **Ms McParland**

A Level Chemistry

Examination Board: AQA

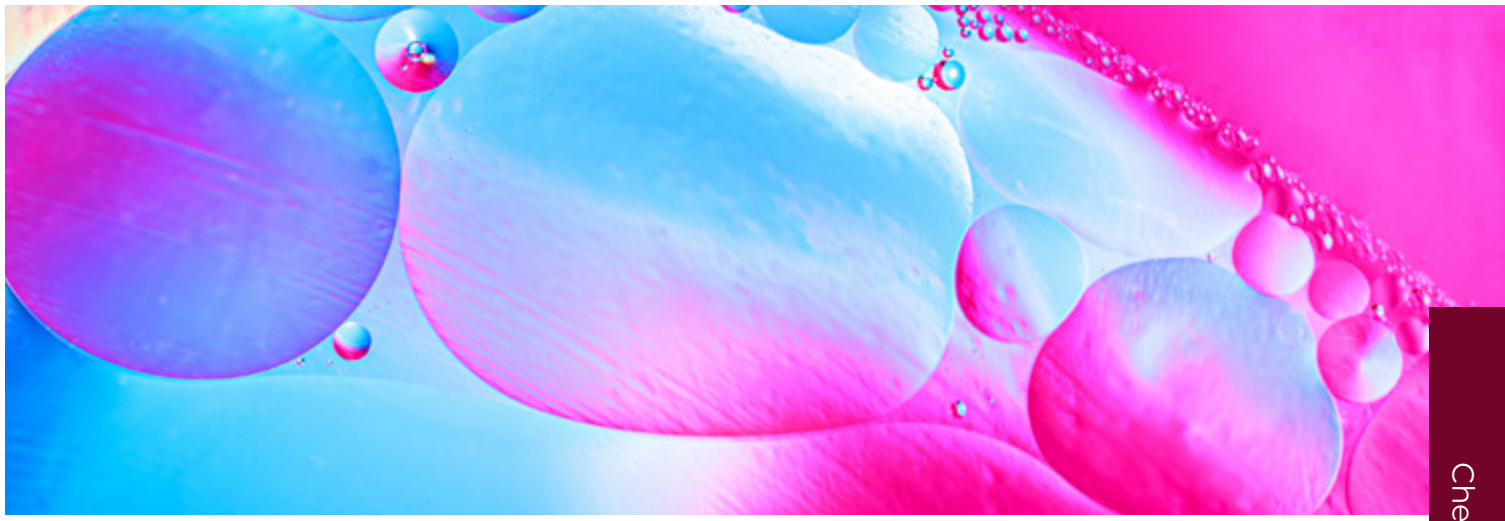
Studying A Level Chemistry will give you insight into the physical universe. Chemistry touches every aspect of our lives from the bodily functions within us to the atmosphere around us.

Through the work carried out by leading scientists in this field, we are able to make advances in many areas of life. Whether that's finding more sustainable way of harnessing energy or making medical advancements.

Chemistry is often referred to as a central science as it combines physics, biology, mathematics and medicine. Through Chemistry we are able to explain biological and physical phenomena that cannot be understood through one science alone.

A Level Chemistry could be the first step through a rewarding academic journey at university and beyond. You could find yourself in a chemistry or biology related degree depending on what you choose to follow.

If you're eager to make sense of the world alongside other brilliant minds, A Level Chemistry is a step in the right direction.



Entry Requirements

Students must obtain at least grade 6 in Additional Science or grade 6 in Chemistry at GCSE and grade 6 in Mathematics GCSE.

Paper 1:
What's assessed
Relevant physical chemistry topics (sections 3.1.1 to 3.1.4, 3.1.6 to 3.1.8 and 3.1.10 to 3.1.12)
Inorganic chemistry (section 3.2)
Relevant practical skills

Assessed:
Written exam: 2 hours
105 marks
35% of A-level

Paper 2:
What's assessed
Relevant physical chemistry topics (sections 3.1.2 to 3.1.6 and 3.1.9)
Organic chemistry (section 3.3)
Relevant practical skills

Assessed:
Written exam: 2 hours
105 marks
35% of A-level

Paper 3:
What's assessed
Any content
Any practical skills

Assessed:
Written exam: 2 hours
90 marks
30% of A-level

Questions:
40 marks of questions on practical techniques and data analysis
20 marks of questions testing across the specification
30 marks of multiple choice questions

Progression after school:
You may wish to go to university to study Chemistry, Chemical Sciences, Chemical Engineering, Medicine, Dentistry, Veterinary Science, Forensic Science, Biochemistry, Genetics or Law to name but a few possibilities.

Curriculum Leader: Ms E Griffiths

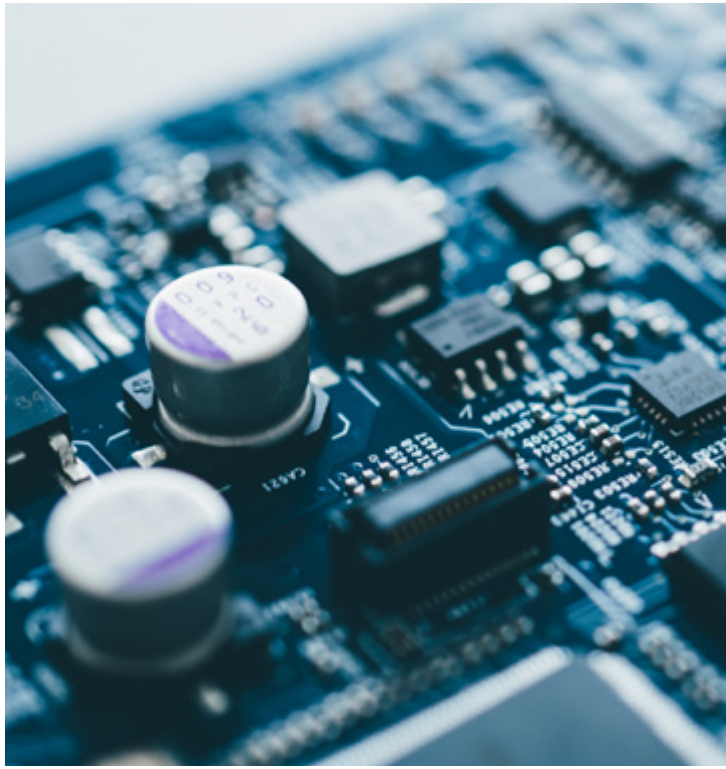
A Level Computer Science

Examination Board: OCR Specification: H446

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

We aim to enable our learners to develop:

- An understanding and ability to apply the principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing your own programs
- The capacity to think creatively, innovatively, analytically, logically and critically
- To further develop mathematical skills.



Entry Requirements

Computing GCSE grade 6 or above is preferred.
OR
5 GCSE's at grade 6. Must include Maths.

Content Overview:

- Characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues
- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

The learner will choose a computing problem to work in according to the guidance in the specification.

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

Assessment Overview:

Computer Systems (01)
140 marks
2 hours and 30 minutes written paper
40% of total A level

Algorithms and programming (02*)
140 marks
2 hours and 30 minutes written paper
40% of total A level

Programming project (03 or 004*)
70 marks
Non-exam assessment
20% of total A level

Progression after school:
Computing is excellent preparation for students looking to take computing studies at degree level, or for anyone considering any career in computing.

Curriculum Leader: Mrs J Holmes

A Level Design and Technology (Product Design)

Examination Board: AQA

This course has been created to encourage students to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing. Students will also develop their skills in the use of CAD packages such as ProDesktop and Photoshop to aid graphical and modelling capabilities. The use of CAD/CAM within projects is also a vital element that is explored through the course whilst also considering the use of maths and science to solve design problems.

Entry Requirements

GCSE Grade 6 or above in Design and Technology
GCSE Grade 5 or above in Maths due to course requirements.

Course Structure:

Module		A Level %
Unit 1	Exam (Core Principles)	30%
Unit 2	Exam (Technical and Design)	20%
Unit 3	NEA (Coursework)	50%

A-level Design and Technology: Product Design requires students to engage in both practical and theoretical study. This specification requires students to cover design and technology skills and knowledge as set out below. These have been separated into:

- Technical principles (30%)
- Designing and making principles (20%)

Students should develop the ability to draw on and apply a range of skills and knowledge from other subject areas to inform their decisions in design and the application or development of technology. There are clear links between aspects of the specification content and other subject areas such as Computer Science (section 'The use of computer systems' and section 'Digital design and manufacture'); Business Studies (section 'Enterprise and marketing in the development of products; Art and Design (section 'Design communication') and History (section 'Design Theory'). This is not an exhaustive list, and there are other opportunities within the specification for students to integrate and apply their wider learning and understanding from other subject areas studied during Key Stage 4, as well as those subjects that they are studying alongside A-level Design and Technology.

Students must also demonstrate maths and science skills. This is evident through contextualised theory and relevant NEA tasks within individual projects.

Progression after school:
Natural career paths include professions such as Architecture, Engineering, Industrial Design, Fashion Design and Graphic Design.

Curriculum Leader: Mr D Bowers

A Level Economics

Examination Board: AQA

Aims of the course are to encourage students to:

- Develop an interest in and enthusiasm for the subject
- Appreciate the contribution of economics to the understanding of the wider economic and social environment
- Develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- Understand that economic behaviour can be studied from a range of perspectives
- Develop analytical and quantitative skills, together with qualities and attitudes which will equip them for the challenges, opportunities and responsibilities of adult and working life.

Entry Requirements

GCSE Grade 6 or above in English Language and Mathematics.
Additional requirement of a GCSE grade 6 in Economics for those who have followed the GCSE course.

Course Content:

The operation of markets and market failure

1. Economic methodology and the economic problem
2. Price determination in a competitive market
3. Production, costs and revenue
4. Competitive and concentrated markets
5. The market mechanism, market failure and government intervention in markets

The national economy in a global context

6. The measurement of macroeconomic performance
7. How the macro economy works: the circular flow of income, AD/AS analysis, and related concepts
8. Economic performance
9. Macroeconomic policy

Where will A-level Economics take you?

Economics is a great starting point for those looking for a career in finance, business or politics. However, it is also useful for a range of careers including marketing, law, journalism or teaching.

Possible degree options:

According to bestcourse4me.com, the top seven degree courses taken by students who have an A-level in Economics are:

- Economics
- Business
- Politics
- Accounting
- Finance
- Management
- Maths

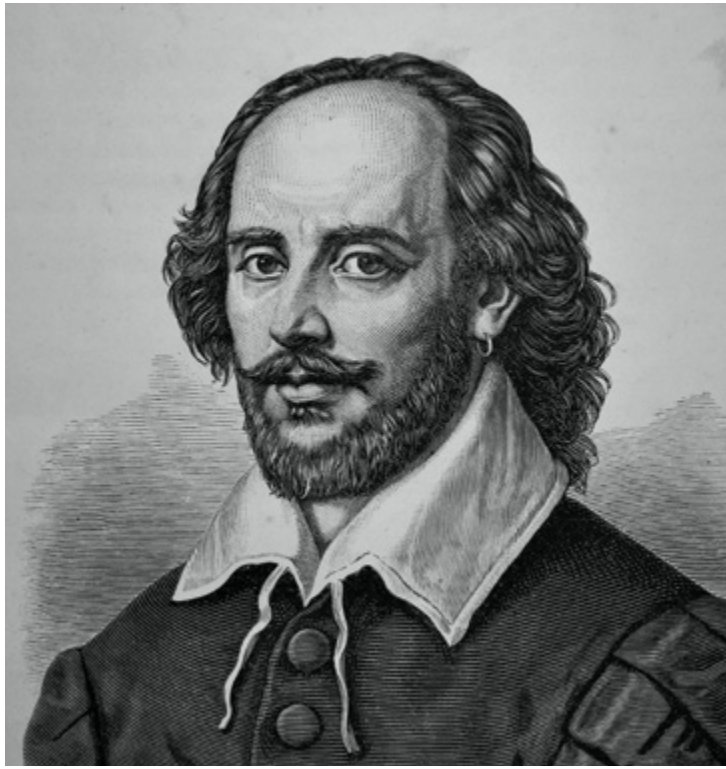
Curriculum Leader: Ms McParland

A Level English Literature

Examination board: AQA Specification B

We focus on developing evaluative writing styles and full critical awareness.

Pupils are encouraged to read widely, not just the set texts on the specification. Pupils are introduced to Liverpool's Central Library and the University's Sidney Jones library. Pupils are expected to collate their own critical files, this prepares them for the independence required for undergraduate study.
The department has subscribed to numerous A Level websites and publications to help pupils with their understanding of academic literary study.



Entry Requirements

Grade 6 in both English Literature and Language.

Regular theatre trips are organised to enthuse and create enjoyment of the subject. We also attend A' Level lectures in Manchester each year. Support is given to pupils to confidently bridge the gap between KS4 and KS5, intervention strategies are put in place for those pupils who struggle with the transition between the two key stages. Pupils are given the chance to do regular presentations and are expected to do regular timed essays in exam conditions.

A Level:

Paper 1: Aspects Of Tragedy (Option 1A)

Written exam: 40% of A Level

- King Lear By William Shakespeare
- Death Of A Salesman By Arthur Miller
- Tess Of The D'urbervilles By Thomas Hardy

Paper 2: Elements Of Crime Writing (Option 2A)

Written exam: 40% of A Level

- The Rime Of The Ancient Mariner By Samuel Taylor Coleridge
- Brighton Rock By Graham Green
- Atonement By Ian McEwan

Non-Exam Assessment:

Study of two texts: one poetry and one prose text, informed by the study of the Critical Anthology.

Two essays of 1250-1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology.

20% of A Level Assessed by teachers/ moderated by AQA.

Curriculum Leader: **Ms Hayes**

A Level Film Studies

Examination board: EDUQAS

Film Studies aims to build on students' enthusiasm and interest in film and to develop a wide range of skills (the ability to "read" and analyse film, creative writing, practical film-making, etc...). It covers a wide variety of cinematic experiences, focusing on films that have been important at different points during the development of film and film technology.

All students will develop their knowledge and understanding of key film genres, of how films are structured and organised (narrative structure) and how genre and narrative together can be used to communicate ideas and discuss issues.

Entry Requirements

GCSE Grade 5 and above in English/English Literature or GCSE Film Studies.

Students will study how the key elements of film form (cinematography/camera work, mise-en-scène, sound and editing) are used to create meaning for audiences. They will also produce a practical production, requiring each student to apply their knowledge and understanding of genre, narrative and film form in the creation of either a screenplay extract or a filmed extract.

Course Content:

Component 1:

Varieties of film and film making - Written examination: 2½ hours 35% of qualification

Section A: Hollywood 1930-1990 (comparative study) Vertigo and Blade Runner

Section B: American film since 2005 (two-film study) Captain Fantastic and Selma

Section C: British film since 1995 (two-film study) This is England and Trainspotting

Component 2:

Global film making perspectives - Written examination: 2½ hours 35% of qualification

Section A: Global film (two-film study) Pan's Labyrinth and City of God (Cidade de Deus)

Section B: Documentary film - Amy

Section C: Film movements – Silent cinema - Sunrise

Section D: Film movements – Experimental film (1960-2000) - Pulp Fiction

Component 3:

Production Non-exam assessment 30% of qualification: This component assesses one production and its evaluative analysis. Learners produce: either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay and an evaluative analysis (1600 - 1800 words).

Progression after school:

Film Studies is an ever evolving subject that allows access into the entertainment industry and teaches both a theoretical and practical understanding of film. The subject is deeply rooted in critical thinking, encouraging students to explore social, historical and political issues that develop from the analysis of film texts. It is an exciting and challenging course that enhances your overall skills of analysis.

Curriculum Leader: Miss P Shinks

A Level Geography

Examination Board: AQA

Geography is a subject focussing on the world's physical and human processes and landscapes. The aim of the A level course is to further develop students as global citizens, who have a thorough knowledge and understanding of the world in which they live. The course involves four days of data collection from fieldwork; and the production of an individual investigation as a result. This develops the skills of students both in the classroom and beyond.

Entry Requirements

Grade 6 in GCSE Geography.
Or
GCSE Grade 5 or above in Mathematics or English Language if only a Grade 5 in Geography.

Course Structure and Content:
The new specification (introduced in September 2016) is structured as:

Unit 1:
Physical Geography – comprising 40% of the final mark.

Unit 2:
Human Geography – also comprising 40% of the final mark.

Unit 3:
Geographical Investigation – fieldwork, comprising 20% of the final mark, based on 4 days of fieldwork in the local area.

Progression after school:
A level Geography is widely accepted as the basis of many university courses.

The most obvious degree courses to follow are:
- Geography - Human, Physical or Economic
- Geology
- Environmental Studies
- Urban Planning / Town Planning
- Travel and Tourism
- Multicultural Studies

Curriculum Leader: Mr G Bright

A Level History

Examination Board: AQA

The course was established to encourage students to take a broad view of History and to develop their skills of knowledge building, remembering, evaluation and interpretation. Students will develop their knowledge and skills across both British and USA History with units entitled The English Revolution (1625-60) and The Making of the USA. The NEA unit is designed as a Personal Investigation to include all three Assessment Objectives and provides a perfect opportunity for students to blend knowledge and skills in combination as an independent research project.

Entry Requirements

GCSE Grade 6 or above in History.

Course Structure:

Breadth Study
The Making of a Superpower: USA 1864 – 1975

Depth Study
The English Revolution 1625 – 1660

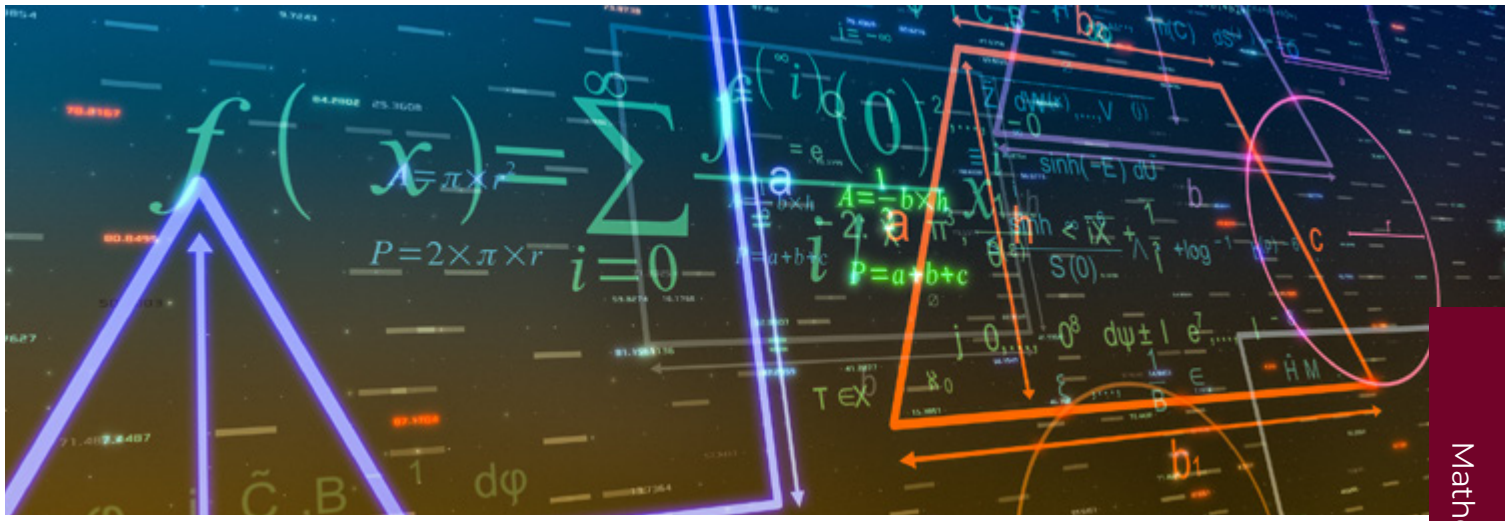
Progression after school:
History is an extremely versatile and well respected subject and will combine very well with most other A level subjects. An advanced qualification in History will gain you entry to most Arts and Social Sciences courses in Higher Education. As a traditional academic discipline, it is highly regarded by most employers and can lead to a career in law, journalism, politics, marketing, education and the civil service. This is because it is skills based and students become adept at evaluation, analysis, assessment, independent learning and organisation.

Curriculum Leader: Mr R Swan

A Level Mathematics

Examination Board: Edexcel

A level mathematics builds from GCSE level mathematics and introduces calculus and its applications. It emphasises how mathematical ideas are interconnected and how mathematics can be applied to model situations mathematically using algebra and other representations, to help make sense of data, to understand the physical world and to solve problems in a variety of contexts, including social sciences and business. It prepares students for further study and employment in a wide range of disciplines involving the use of mathematics.



Entry Requirements

Students wishing to study A Level Mathematics should obtain a grade 7 at GCSE level.
GCSE grade 6 will be considered by the Department on an individual basis.

Course Structure:

- **Pure Mathematics 1**
- **Pure Mathematics 2**
- **Statistics and Mechanics 1**
- **Statistics and Mechanics 2**

Examinations:
In year 13 students will sit three exam papers; Pure Mathematics 1 (2 hours), Pure Mathematics 2 (2 hours) and Statistics and Mechanics (2 hours). Each paper is worth a 1/3 of the overall mark.

Course Content:
Each module is examined by one paper lasting 2 hours. The Pure Mathematics papers will examine knowledge and understanding of Algebra and functions, Coordinate geometry in the (x, y) plane, Further algebra, Trigonometry, Vectors (2D and 3D), Differentiation, Integration, Exponentials and logarithms, Proof, Algebraic and partial fractions, Functions and modelling, Series and sequences, The binomial theorem, Parametric equations, Numerical methods and Integration .

The Mechanics paper will examine knowledge and understanding of Quantities and units in mechanics, Kinematics 1 (constant acceleration), Forces & Newton's laws, Kinematics 2 (variable acceleration), Applications of kinematics, Moments, Forces at any angle and Applications of forces.

The Statistics paper will examine Statistical sampling, Representation and Interpretation of data, Probability, Statistical distributions, Statistical Hypothesis Testing, Correlation and Regression and the Normal distribution.

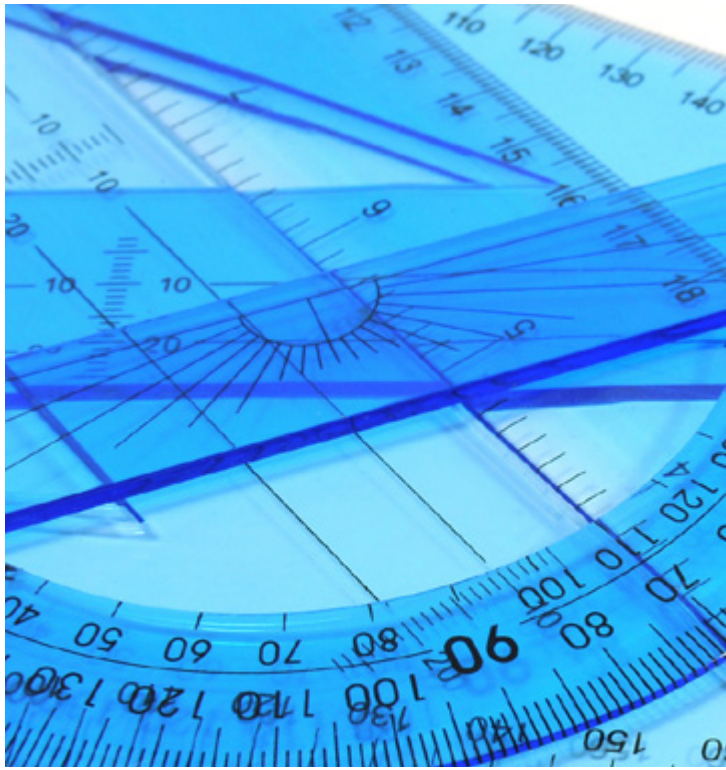
Progression after school:
A Level qualifications in Mathematics lead to a diversity of careers which include Accountancy and Actuarial professions, Economics and Finance, Education, Computing and Engineering. A Level Mathematics is a subject that is respected highly by universities and employers and it is often taken by students hoping to follow careers in Law and Medicine.

Curriculum Leader: **Mrs D Hennigan**

A Level Further Mathematics

Examination Board: Edexcel

The qualification is both deeper and broader than A level mathematics. AS and A level further mathematics build from GCSE level and AS and A level mathematics. As well as building on algebra and calculus introduced in A level mathematics, the A level further mathematics core content introduces complex numbers and matrices, fundamental mathematical ideas with wide applications in mathematics, engineering, physical sciences and computing. The non-core content includes different options that can enable students to specialise in areas of mathematics that are particularly relevant to their interests and future aspirations.



Entry Requirements

Minimum entry requirements are a grade 7 or above at GCSE level.

Course Structure:
Further Mathematics consists of a total of 4 modules from the following options:

- **Further Pure Mathematics 1 Compulsory (80 marks)**
- **Further Pure Mathematics 2 Compulsory (80 marks)**

Students then take 2 optional modules from the following:

- **Further Mechanics (80 marks)**
- **Further Statistics (80 marks)**
- **Further Pure Mathematics (80 marks)**
- **Decision Mathematics (80 marks)**

Examinations:
Each module will have an external examination lasting 1 hour 30 minutes.

Each module has an equal weighting (25% for each module).

The total of all 4 marks will give an overall grade. Students will sit 4 examinations in June of year 13.

Progression after school:
Further Mathematics will give students the opportunity to study a wide variety of courses at University.

A-Level Qualifications in Mathematics lead to a diversity of careers which include Accountancy and Actuarial professions, Economics and Finance, Education, Computing and Engineering.

A-Level Mathematics and Further Mathematics are subjects that are respected highly by universities and employers and it is often taken by students hoping to follow careers in Law and Medicine.

Curriculum Leader: **Mrs D Hennigan**

A Level Music

Examination Board: Eduqas

The GCE Music course for students in Years 12 and 13 follows the specifications of Eduqas Syllabus. The course is designed to integrate the three musical skills of performing, composing and appraising, as well as developing an understanding of the historical and contextual uses of music. If you enjoy Music and would like to discuss whether or not you meet the entry requirements please see Mr Stokes (Coordinator of Music) for an informal discussion. As in every subject, it is not advisable to embark on a course of study without the appropriate experience or qualifications.

Entry Requirements

Students ideally would need to have the following qualifications in order to be accepted on to the course: GCSE Music: at least Grade 5, plus, Grade 5 in Theory of Music and Grade 5 (or above) on a solo Instrument/ Voice (Externally examined by ABRSM, LCM etc.) Also, evidence of having taken an active part in the musical life at school is key.

Although, a general aptitude and appreciation of music is key if you don't possess the following above requirements (but do possess the required number of GCSEs to study A-level at SFX) in which an informal discussion and possible audition would be required with the Curriculum Leader if wanting to pursue.

Students will develop practical skills in music-making activities including:

- **Performing (e.g. solo, ensemble, improvising)**
- **Composing**
- **Appraising**

For this specification learners must choose either Option A in both Components 1 and 2 or Option B in both Components 1 and 2. All learners must study Component 3.

Component 1: Performing

Option A:

Performing (10-12mins) (35%) A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

Option B:

Performing (6-8mins) (25%) A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.

(This component is externally assessed by a visiting examiner).

Component 2: Composing (Externally assessed by WJEC)

Option A:

Composing (25%) Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.

Option B:

Composing (35%) Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition.

Component 3: Appraising

Three areas of study:

Area of study A:

The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works. Choose one set work for detailed analysis and the other for general study.

- **Symphony No. 104 in D major, 'London': Haydn**
- **Symphony No. 4 in A major, 'Italian': Mendelssohn**

A choice of one area of study from:

Area of study B: Rock and Pop
Area of study C: Musical Theatre
Area of study D: Jazz

A choice of one area of study from:

Area of study E:

Into the Twentieth Century including two set works:

- **Trio for Oboe, Bassoon and Piano, Movement II: Poulenc**
- **Three Nocturnes, Number 1, Nuages: Debussy**

Area of study F:

Into the Twenty-first Century including two set works:

- **Asyla, Movement 3, Ecstasio: Thomas Adès**
- **String Quartet No. 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Bridges): Sally Beamish**

Questions:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

This component includes a listening examination.

Curriculum Leader: Mr D Stokes

RSL Level 3 Subsidiary Diploma for Music Practitioners

Examination Board: RSL

Course Overview:

The Level 3 Subsidiary Diploma for Music Practitioners provides music industry qualifications that will equip learners with the skills, knowledge and understanding for entry to employment in the music industry or progression to further study at a higher level.

Entry Requirements

A general aptitude and appreciation of music is key to choosing this course as well as gaining your GCSE's for entry into VI-form at SFX. An informal discussion (also/possibly audition if pursuing with the performance pathway) with the Coordinator of Music will also be required.

Course Aims:
The qualifications aim to offer practical structured learning with the flexibility to specialise in different disciplines directly relevant to employment within the music industry, including composition, performance, business and technology. The flexibility and range of unit choice are directly applicable to the music industry, where portfolio careers are the norm and those seeking employment often require knowledge and skills covering a breadth of relevant disciplines.

Qualifications Pathways:
There are 4 main pathways in which you choose one in regards to what you want to study. Each pathway choice contains one externally assessed core unit plus a core Internally assessed unit; (Planning a Career in Music). Plus, there are plenty of optional units from the 4 pathways for you to choose from which will further develop your skills and understanding.

Performance:
Learners will:
Perform effectively on their instrument/voice, Rehearse and display musicianship skills, Initiate and develop repertoire, Rehearse effectively and perform music live, Understand contextual issues relating to music style, audience and the music industry & Understand relevant aspects of music technology.
(Core Unit: Rehearsal & Performance)

Composition:
Learners will:
Compose and arrange music, Initiate and develop repertoire, Develop musicianship skills through using a harmony instrument, Use computers and sequencing and recording software/hardware & Understand contextual issues relating to music style, audience and the music industry.
(Core Unit: Composing & Sequencing)

Technology:
Learners will demonstrate:
Sound recording skills, Mixing and mastering skills, Sequencing and production skills, Live sound skills, Radio programming skills, Video production skills & Understanding of contextual issues relating to music technology.
(Core Unit: Live Sound Recording & Sound Reinforcement)

Business:
Learners will demonstrate:
Sound business and financial skills, Marketing skills, Understanding of music contracts, Media communication skills, Freelance practice, Artist management and artist representation skills & Event management skills.
(Core Unit: Music Promotion & Event Management)

Pathway rationale:
The aim of each pathway is to equip learners with a variety of abilities relevant to the music industry, ranging from knowledge development through to nearing professional skill acquisition. These skills will form a skill set whereby the successful learner at Level 3 is able to work in a near professional capacity.

Examples of the types of employment and occupational areas that these qualifications may lead to include, but are by no means limited to:

- **Songwriter, recording artist, performer, session musician**
- **Producer / engineer**
- **Promotion, management / artist support services**
- **Live music production promotion and organisation**

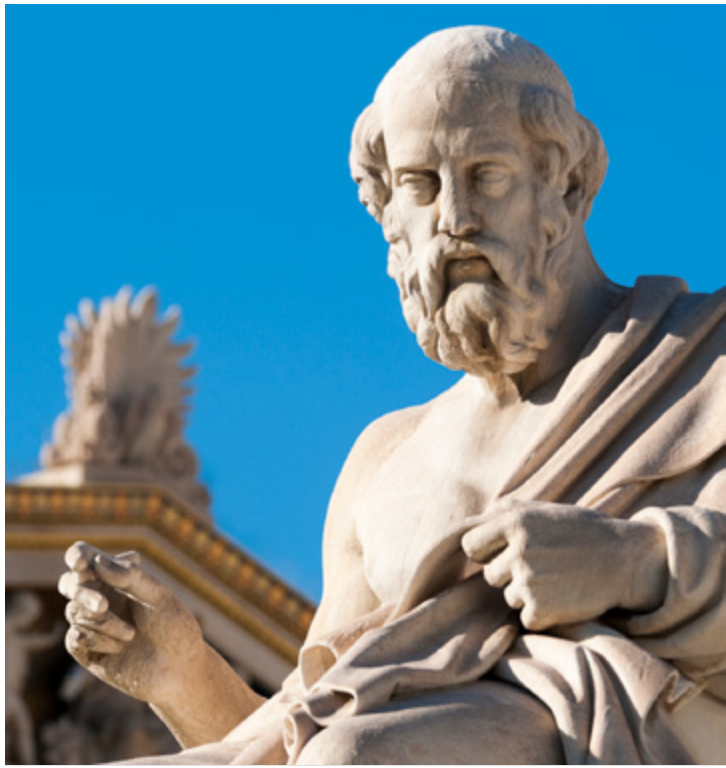
Assessment: (No written exams!)
You will apply a range of skills, knowledge and understanding and work independently in preparation for employment/further study. Your tutor will find the best mode of assessment, which best suits your learning in terms of strengths, ensuring that evidence demonstrates achievement of the learning outcomes. Evidence may include (but is not limited to) recorded/videoed performances, recorded compositions, assignments, reports, business plans, rehearsal logs, diagrams/graphs, illustrations/screenshots & video evidence.

Progression after school:
By completing this qualification you will have gained the skills to progress straight into the music industry. Specific chosen pathways can be linked to various career sectors within the industry building on your individual 'career portfolio'. It can also lead to further musical study, as the course carries up to 210 UCAS points and is highly recognised for entry to higher education institutions.

Curriculum Leader: Mr D Stokes

A Level Philosophy and Ethics

Examination Board: OCR



Aims and learning outcomes

OCR's A Level in Religious Studies will encourage you to:

- Develop your interest in a rigorous study of religion and belief and relate it to the wider world
- Develop knowledge and understanding appropriate to a specialist study of religion
- Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- Adopt an enquiring, critical and reflective approach to the study of religion
- Reflect on and develop your own values, opinions and attitudes in the light of their study.

Entry Requirements

To begin the Philosophy and Ethics course, students must have achieved at least a 6 grade in their GCSE RE and English examinations.

Course Structure and Content:

Area of study:
Philosophy of religion
Learners will study:
- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God
- Issues in religious language.

Assessment Overview:
120 marks
2 hour written paper
33.3% of total A Level

Area of study:
Religion and ethics
Learners will study:
- Normative ethical theories
- The application of ethical theory to two contemporary issues of importance
- Ethical language and thought
- Debates surrounding the significant idea of conscience
- Sexual ethics and the influence on ethical thought of developments in religious beliefs

Assessment Overview:
120 marks
2 hour written paper
33.3% of total A Level

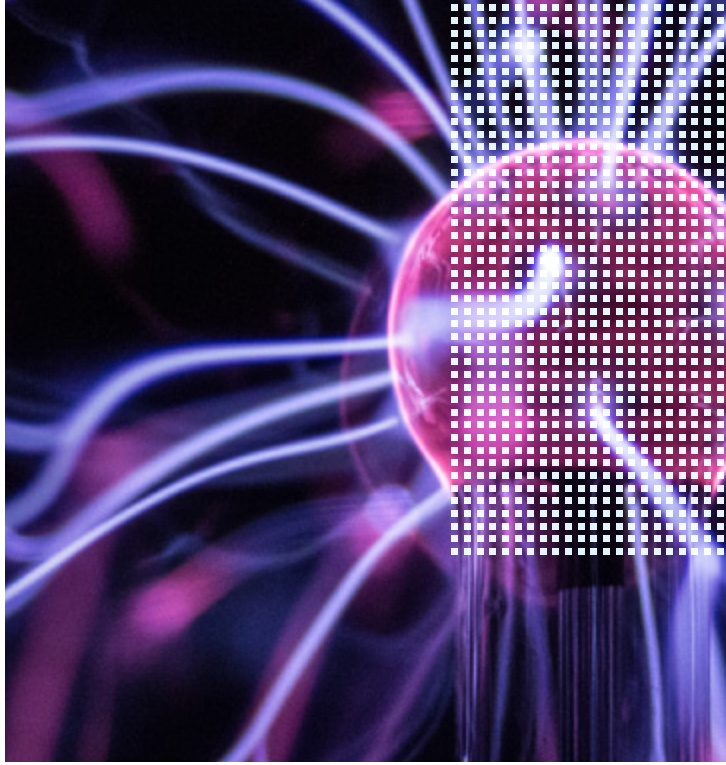
Area of study:
Developments in religious thought
(In the context of Christianity)
Learners will study:
- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- Sources of religious wisdom and authority
- Practices which shape and express religious identity, and how these vary within a tradition
- Significant social and historical developments in theology and religious thought
- Key themes related to the relationship between religion and society

Assessment Overview:
120 marks
2 hour written paper
33.3% of total A Level

Curriculum Leader: Mr L Mythern

A Level Physics

Examination Board: AQA

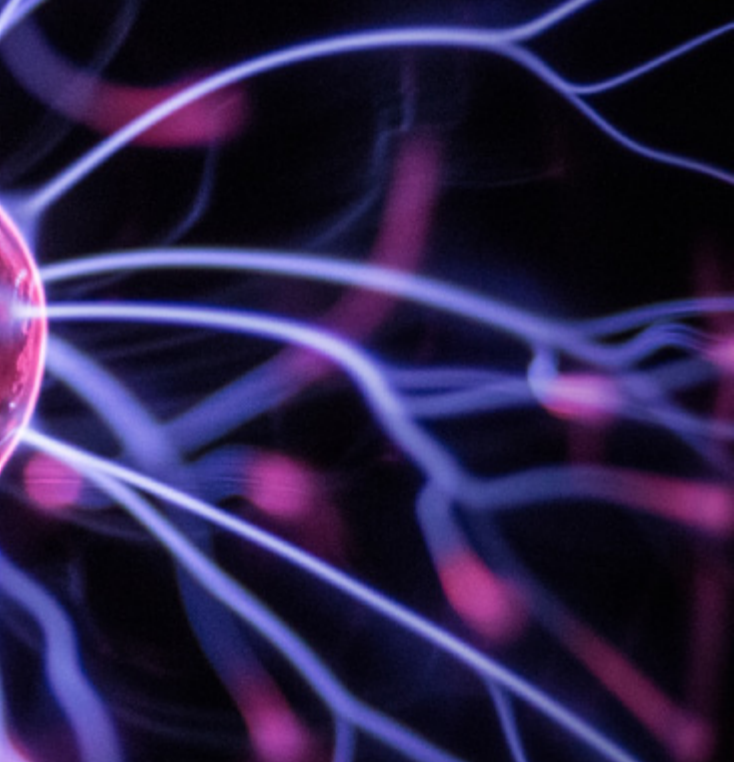


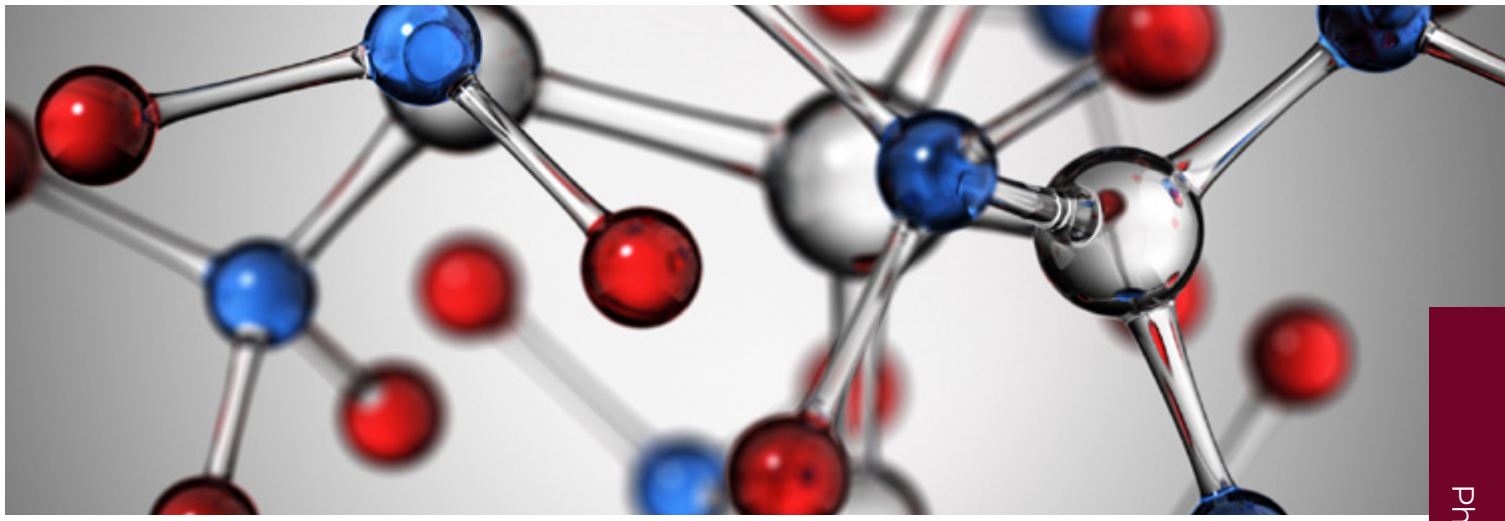
A Level Physics allows you to delve into the laws that explain why everything in the universe – from quasars to Quavers – exists. It explores where energy comes from, how it behaves and how it can be transformed.

It also examines the forces of nature – like gravity – and how they work. You'll gain an understanding of how sustained flight works and why satellites don't fall from the sky. Apart from when they do.

It's a multi-faceted subject that can lead to a fascinating and fulfilling career, whether your interests lie in theoretical or experimental physics.

Studying A Level Physics will develop your reasoning, problem-solving and analytical skills to the next level. This will position you ideally for university level study or the workplace.





Entry Requirements

Students must obtain at least grade 6 in Additional Science or grade 6 in Physics at GCSE and grade 6 in Mathematics GCSE.

A-level Assessments:

Paper 1

Sections 1–5 and 6.1 (Periodic motion) Assessed

- Written exam: 2 hours (85 marks)
- 34% of A-level Questions

Paper 2

Sections 6.2 (Thermal Physics)

7. Fields and their consequences
8. Nuclear Physics Assumed knowledge from sections 1 to 6.1 Assessed

- Written exam: 2 hours (85 marks)
- 34% of A-level Questions

Paper 3

Section A: Practical skills and data analysis

Section B: 9 Astrophysics

- Written exam: 2 hours (80 marks)
- 32% of A-level Questions 45 marks of short and long answer questions on practical experiments and data analysis

Practical endorsement:

A separate endorsement of practical skills will be taken alongside the A-level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

Progression after school:

This A Level could lead on to related degree courses and careers, such as; Science, Engineering, Medical, Materials, Astronomy, Acoustics, Nuclear, Computing, Technology or Maths and the skills you will learn, such as thinking clearly and logically, will be useful in a wide range of other fields.

Curriculum Leader: Ms E Griffiths

A Level Politics

Examination Board: AQA

The course was established to encourage students to take a broad view of Politics and to develop their skills of knowledge building, remembering, evaluation, interpretation, debate, discussion and reasoning. Students will develop their knowledge and skills across both British and USA Government and Politics units and another on Political Theory and Ideas. The course is designed to include all three Assessment Objectives as a regular feature of the learning and provides a perfect opportunity for students to blend their skills and knowledge.

Entry Requirements

GCSE Grade 6 or above in English, Geography, RE or History.

Course Structure:

- Government and Politics in the UK
- Government and Politics in the USA
- Political Ideas

Progression after school:

Lively, relevant, controversial... there are many ways to describe A-level Politics. There's no denying that it's one of the most interesting and engaging qualifications you can choose.

Covering news and current affairs from the UK and US, it helps you understand how the UK country is run and develops research, written communication and debate skills. It also helps grow your confidence.

It's ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

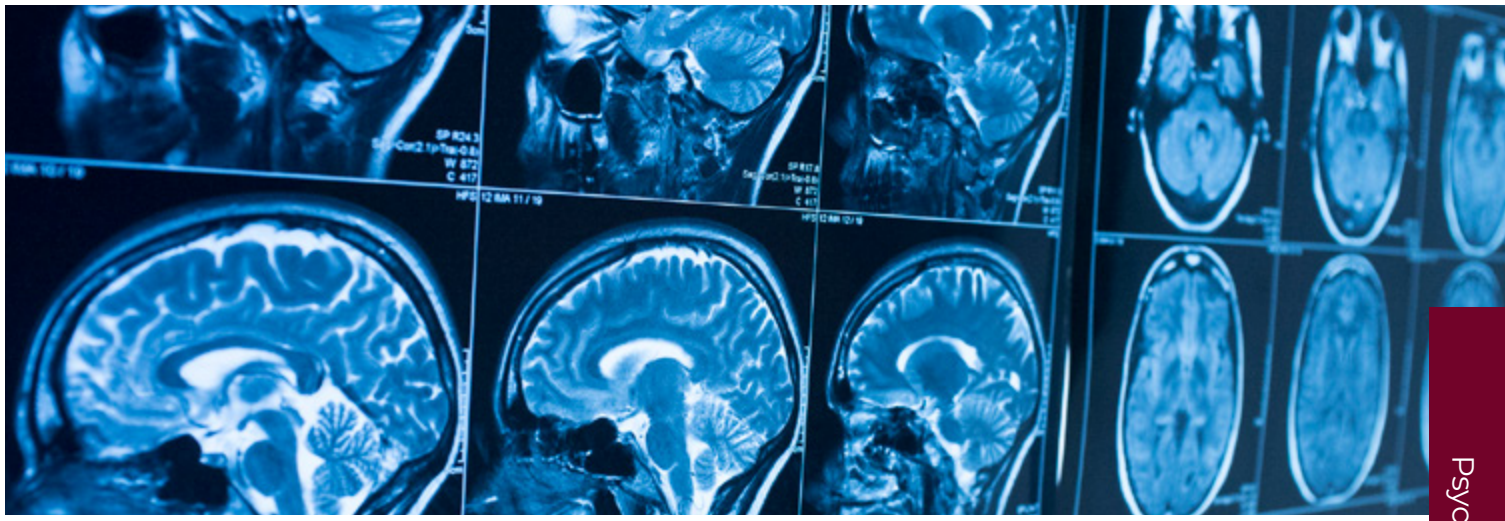
Curriculum Leader: Mr R Swan

A Level Psychology

Examination Board: AQA

What will I study?

Psychology is the scientific study of the human mind and behaviour and you will learn to appreciate that there are often multiple explanations for why people behave the way they do. Psychology appeals to a cross-section of students, regardless of whether they have studied the subject before. It builds on skills developed in the sciences and humanities. Students learn how to analyse arguments and evidence, test hypotheses and make informed judgements. A Level study of Psychology introduces you to key areas of Psychology, you will not only learn study skills of critical analysis and evaluation but will develop key skills that are valued by universities and employers including research skills and independent thinking.



Entry Requirements

GCSE Grade 6 or above in Psychology or if not studied Psychology students must achieve Grade 6 in English Language and Maths or Science.

Content Overview:
Paper 1: Introductory Topics in Psychology:
- Social Influence
- Memory
- Attachment
- Psychopathology

Assessment Overview:
Each section is worth 24 marks. All questions are compulsory.

Marks:
Each examination paper is 2 hours and worth 96 marks in total equating to 33.3% of the final A Level mark.

Content Overview:
Paper 2:
Psychology In Context
- Approaches In Psychology
- Biopsychology
- Research Methods

Assessment Overview:
Sections A and B are worth 24 marks. Section C is worth 48 marks. All questions are compulsory.

Marks:
Each examination paper is 2 hours and worth 96 marks in total equating to 33.3% of the final A Level mark.

Content Overview:
Paper 3:
Issues and Options In Psychology
- Issues and Debates in Psychology
- Relationships
- Schizophrenia
- Forensic Psychology

Assessment Overview:
Each section is worth 24 marks. Section A is compulsory. Sections B,C and D contain 3 topics and students select one from each section.

Marks:
Each examination paper is 2 hours and worth 96 marks in total equating to 33.3% of the final A Level mark.

Assessment:
Paper 1, 2 and 3 Questions comprise of multiple choice, short answer and extended writing in four sections.

Mathematical Requirements:
10% of assessment involves mathematical knowledge and skills.

Progression after school:
Students have a wide range of opportunities available to them for example Professional Psychologist, Counselling, Healthcare Professions, Teaching, Police, Criminal Justice, etc.

Curriculum Leader: **Ms P Finlay**

A Level Spanish

Examination Board: AQA

The course has been created to enable students to develop their linguistic skills alongside their understanding of the culture and society of the countries where Spanish is spoken. Students will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world. Students will explore the influence of the past on present-day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and issues and influences which have shaped them.

Entry Requirements

GCSE Grade 6 or above.

Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice. Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

Course Structure:
All exams are taken at the end of Year 13. In addition to classroom lessons, our students will have the opportunity to work with a native speaker in weekly conversation classes.

Course Content:
Candidates develop and extend their competence in each of the four language skills (listening, speaking, reading and writing) via the study of specific cultural and social topics.

These include:
- Modern and traditional values in Spanish society and across the Spanish-speaking world
- Artistic Culture in the Hispanic World
- Politics and Society in Spain and Latin America
- Lexical and grammatical aspects of the Spanish language

Assessment is via an examination in each module as follows:
Paper 1: Listening, Reading and Translation
Paper 2: Essay Writing in Spanish based on a film and a book
Paper 3: Speaking - Individual Research Project

Progression after school:
A practical, working knowledge of a language is highly desirable in today's globalised working environment and is a qualification valued and respected by employers. Most universities offer students the opportunity to study a language in combination with other subjects, enhancing career prospects and increasing flexibility.

The job opportunities for Language graduates are endless; including interpreting, translating, teaching, journalism, working within the travel industry, sports coaching etc. As a Language specialist you are likely to find a rewarding, well paid career in many fields.

Curriculum Leader: Mr B Mitchinson

Sixth Form Enrichment

Enrichment provides you with the opportunity to immerse yourself in a variety of different activities. The activities are designed to help promote independence and acquire transferable skills that will enable you to make the transition from Sixth Form to higher education and employment.

- Undertake the EPQ - Students choose an independent research task that is worth half an A Level (28 points)
- CISI Business Diploma -equivalent to an A/S Level, this takes place outside of the College on Wednesday afternoons
- Liverpool Scholars Programme – offers Year 12 students the chance to take part in a range of activities aimed at supporting their entry into higher education and preparing them for university, such as application guidance masterclasses, lectures and academic key skills workshops
- D of E – both Silver and Gold Awards are offered in the 6th Form
- 1842 - all year 12 students partake in 1842 minutes of volunteering to enhance their non-academic skills
- Sutton Trust - run in partnership with universities and employers students have the opportunity to attend summer schools. They work to improve access to high-quality education and employment opportunities. The programmes focus on high-attaining students from lower income families
- Pathways to Law – Delivered by the University of Liverpool partnered with The Sutton Trust to support students aspiring to a career in law; Students will participate in a programme of legal workshops and undertake a week's work experience placement with a Liverpool law firm as part of the programme
- Oxbridge Masterclass Workshops – Preparing for applications to competitive universities. Aimed at supporting students in applying to Oxbridge and highly competitive early entry courses
- Trips – Students have the opportunity to participate in trips and expeditions during 6th Form. In the past expeditions have gone to Peru and Costa Rica, in addition to trips to Spain, France, Japan, Haiti, Brittany, Cologne, Senegal, Indonesia. Latest expedition planned is Kenya in 2022

Year 12 Residential

All year 12 students take part in a week-long residential where they will take part in a number of activities alongside personal development workshops.

Students will gain new skills, learn survival skills and test their limits by getting involved in adrenaline-filled activities in the outdoors.

Notes

St Francis Xavier's College

Contact

St Francis Xavier's College
Woolton Hill Road
Liverpool
L25 6EG

T. 0151 288 1000
E. 6thform@sfx1842.org
W. sfx1842.org