

# SIXTH FORM INFORMATION

## 2024 ENTRY

COLLABORATION  
CONFIDENCE  
COMMITMENT  
COMPASSION  
COMMUNICATION



ST. JOSEPH'S COLLEGE  
READING • BERKSHIRE

ST JOSEPH'S COLLEGE IS RANKED IN  
THE TOP 60 SCHOOLS IN ENGLAND FOR  
ADDING VALUE – SPECIFICALLY THE  
IMPROVEMENT IN STUDENT OUTCOMES  
BETWEEN GCSE AND A LEVEL.



## ***A Message from our Head***

It is exciting to think that you are about to embark on the best two years of your school career.

The Sixth Form at St Joseph's College gives you the opportunity to really come into your own. Whether you are a new student or have been at the College since your earliest days, you will certainly experience a difference in September.

You can finally focus on those subjects for which you have a natural affinity and on which you may build your career. You find a new maturity, are ready to make new friendships and to meet the challenges that any new environment presents. In taking on these new challenges, you understand that change is not something to fear, but rather to embrace.

When you join St Joseph's College Sixth Form, you become a member of a vibrant, happy community where each student is known and their aspirations are clearly understood. You are presented with more opportunities, more choices, more responsibilities, more fun – and perhaps most importantly, more room to be yourself.

Before long, it will be A Level results day and we will be proudly waving you off; young women and men ready to face the world and make your mark.

In the meantime, the possibilities are endless - are you brave enough to seize them all?

**Mrs Laura Stotesbury**  
Head



# Sixth Form Life

**Beginning your Sixth Form journey is an incredibly exciting time; it is a time of opportunity, discovery and transitioning into young adults that are ready for the world ahead. Our Sixth Form lies at the heart of our school and our students are role models and leaders for our younger pupils and act as ambassadors in our local community. I am proud of the confident, mature and independent change-makers that leave our care at the end of their time with us.**

## ACADEMIC AND PASTORAL SUPPORT

Happy students are successful students. Our excellent pastoral team support students every step of the way, guiding them through their A Level studies and beyond. Students are all allocated a personal tutor, who will be responsible for the day-to-day monitoring of both their academic studies and personal well-being. All our staff work hard to ensure that students achieve the best academic results that they can, whilst also supporting their emotional, physical and mental wellbeing. Our small class sizes aid students in fulfilling their potential, alongside receiving inspirational teaching from staff, who are both passionate about their subject and driven to steer students to achieve the very best that they can. Academic excellence is also encouraged through knowing each student as an individual and recognising the strengths they have, whilst giving support

in areas that still need a little work. We also aim to ensure that every Sixth Former develops the St Joseph's 5 C's – Confidence, Collaboration, Communication, Commitment and Compassion – to help prepare them for life beyond St Joseph's.

## YOUR SPACE

Our Sixth Form students are lucky to have a number of spaces dedicated for their use. The Sixth Form Centre has its own café, featuring an on-site pizza oven, snacks and barista-style coffee amongst other things. This is combined with an adjoining common room and quiet study zone, enabling students to have a blend of independence and socialising, alongside an excellent place to work. We also have a dedicated mezzanine area in the library, which is used frequently by students.

## THE INDUCTION

At St Joseph's we recognise the importance of the transition that occurs between Year 11 and the Sixth Form, whether joining us in Year 12 or having been a member of the school community for a number of years. In order to help students in settling quickly we run a comprehensive induction programme, which begins in the summer term of Year 11, and recommences before term starts in the September of Year 12. These days are an excellent opportunity to find out more about the subjects students wish to study, alongside discovering all the co-curricular opportunities available in the Sixth Form, from CAFOD Young Leaders, to the Gold Duke of Edinburgh Award, Café Scientifique, the Medical Society and the EPQ programme, alongside many more. Our induction programme also includes all students attending a residential retreat, which encourages the students to be reflective about their personal and spiritual growth, alongside team building exercises that challenge students and aims to create strong friendships, both old and new. For many students, this is often one of the highlights of their Sixth Form experience and is one that is often fondly remembered at the end of Year 13.

## DAILY ROUTINE

Students may arrive at school from 7.45am. The school day begins at 8.20am and finishes at 3.40pm. At the end of the day, there are activities and games fixtures, which may require students to stay later, for which advance notice is given. Students may remain in the College to study until 6pm if required.

As we aim to prepare our students for life beyond Sixth Form, Year 13 students are offered the opportunity to spend some of their study periods at home in the afternoon, on the proviso that they are up to date with their work. This builds students' independence and gets them used to managing their own time. All Sixth Formers are able to sign in and out of the College at lunchtime.

Our dress code requires students to dress in a business-like manner, although they may choose to wear their St Joseph's College Games Kit when they have Senior Games in the afternoon.

## FUN

We aspire to enable our Sixth Formers to have a perfect blend of academic study with an element of fun which we feel is so important. The academic year is filled with sports fixtures, performance opportunities and social evenings. We also end the year with the Sixth Form Ball, an event that is hotly anticipated every year. This is a chance for all of Year 12 and 13, and staff, to come together to celebrate the successes and achievements gained, all whilst donning black tie. Every ball is themed, with last year's 'Club Tropicana' ending the year in style.

I really hope that this has given you an insight into our Sixth Form – it truly is a place where students feel at home, where the halls are filled with laughter and fun, and where individuals achieve their very best through the support and encouragement of the St Joseph's staff.

**Mrs Alice Maxwell**  
Head of Sixth Form



## ***What should I study?***

We believe A Levels provide the appropriate depth of knowledge to allow students to flourish intellectually, whilst also being broad and rigorous qualifications that are highly regarded by universities and potential employers.

In most cases, students joining our Lower Sixth are required to select three A Level subjects, although for those with a proven academic record a fourth A Level may be possible. We currently offer a broad range of A Level subjects delivered by inspirational subject specialists. We are able to offer as much choice and flexibility as we can for student subject choices, with a wide variety of combinations being possible. We also have students who take A Levels in their native language and help non-native speakers to achieve their IELTS qualification.

When choosing A level subjects, students are encouraged to consider subjects that best reflect their innate abilities and talents, as this may maximise their opportunity to access a place on the most appropriate University course. It is also important to consider that the required grades for study at

university are more likely to be more forthcoming if you choose to study subjects in which you have genuine academic interest and will keep you motivated for two years.

All the A Level courses offered at St Joseph's College provide a solid foundation for university entry, but for some institutions, including Oxbridge and the Russell Group of leading universities, it is also necessary to have the right combination of subjects to maximise a student's chance of securing an offer of a place. The Russell Group of universities have an excellent website called Informed Choices [www.informedchoices.ac.uk](http://www.informedchoices.ac.uk) that we would encourage students to consult as it pulls much of this information together.

A strong feature of the Sixth Form has been the increasing popularity of the Extended Project Qualification (EPQ). This qualification allows students to broaden their experiences in Sixth Form by undertaking a research project that they must design and carry out. Our students have achieved impressive results which have supported university applications. Help

with subject choice can be sought from various individuals including Heads of Department, subject teachers, tutors, senior members of staff and our excellent Director of Careers and Futures.

Careers guidance is important to ensure students make informed choices regarding subject choices, work experience or when considering choice of university and alternatives to university so that they progress best through school life and beyond. Internal students will be offered a 'Futures Conversation' before Christmas to discuss their ambitions and options. Applicants from outside St Joseph's College are advised to use the careers services at their own school and can discuss possible subject combinations at interview at St Joseph's. We can offer more support once a student has accepted their offer of a place.

Please look carefully through the course information at the back of this booklet and use it in conjunction with attending the Sixth Form Open Evening and our Taster Day to find out all

that you can. Do not hesitate to ask questions. The Sixth Form is ultimately your opportunity to develop and refine your talents towards a rewarding future career and a fulfilling life.

**Mr Matthew P Jones**  
Assistant Head (Curriculum & Tracking)



# Enrichment and Extension

**An education at St Joseph's College is not confined to the formal classroom. Learning does not rest at lunch and end with the last bell. Our Enrichment and Extension programme aims to educate the whole child through our diverse Co-Curriculum, House system, and unforgettable Educational Visits.**

## THE CO-CURRICULUM

Students' academic curriculum is accompanied by a Co-Curriculum that encourages participation and inspires excellence. The Co-Curriculum is delivered through our four societies: The Arts, Sports and Outdoor Learning, STEM and HALE (Humanities and Languages Enrichment). Leadership opportunities in the Co-Curriculum are exclusive to Sixth Form students. Whether that be conducting an ensemble, captaining a sports team, leading the design of the 'F1 in Schools' prototype or being lead of the prosecution in the debate club. There are ample opportunities for our Sixth Form students to lead their student community in the Co-Curriculum.

## THE ARTS

Performing Arts have long been a real strength of St Joseph's College and are an important part of College life. The Sixth Form play a significant role in concerts and drama productions,

both on stage and behind the scenes. There are a plethora of opportunities to shine with an annual musical, formal concerts and plays, lunchtime recitals and the chance to perform alongside industry professionals such as The London Mozart Players.

Our Visual Artists work towards an annual exhibition, a commission based project for public spaces as well as collaborating to produce large scale murals, mosaics and sculptures that are displayed around the campus.

## SPORTS AND OUTDOOR EDUCATION

Our Sports programme is delivered through our timetabled Sixth Form Games provision, which offers a variety of activities from team sports to personal fitness. We aim to educate our Sixth Formers in the importance of living a healthy lifestyle while experiencing all the benefits from participating in sport,

whether it be playing in the 1st College Team or attending a spinning class at the University of Reading. St Joseph's College is a Duke of Edinburgh Award (DofE) Directly Licensed Centre and offers the Gold Award in the Sixth Form. The Award aims to provide an enjoyable, non-competitive, challenging programme of personal development encouraging students to learn new skills and serve others in their local community. Expeditions take place in a variety of locations including the Brecon Beacons, Snowdonia, and the Lake District.

## STEM AND HALE

Whether it be joining the Medical Society dissecting animal organs, working with the F1 in Schools team engineering their racing cars or presenting in the weekly student-led lectures known as Café Scientifique, our Sixth Formers have an incredibly diverse and stimulating STEM co-curriculum. The College is proud of its regular silverware in the national 'F1 in Schools' competition and we strive to provide as many enriching and extension opportunities in STEM as possible for our young medics, engineers, scientists and mathematicians. HALE is the College's newest society, encompassing Literature, The Humanities, Languages, Economics, Business and Debate.

The College has an award-winning track record of success in the Young Enterprise Scheme, which encourages students to learn about business and the workplace, developing management, finance, and entrepreneurial skills.

## EDUCATIONAL VISITS

We firmly believe that learning outside of the classroom is essential to a high-quality education. Our Educational Visits provide our students with stimulating opportunities to extend their curricular learning into real-world settings. For example, our A level Physicists can expect an opportunity to watch scientists work at the Higgs Boson Hadron Collider in CERN; our A level Drama students can expect several trips into London to watch West End performances; our A level Geographers can expect numerous fieldwork expeditions around the UK. As well as curricular educational visits, we also organise overseas tours for Music ensembles and Sports teams, which provide lifelong memories of bonding, high performance and cultural experience for our students. Opportunities to travel further afield for volunteering, conservation and adventurous travel are also the privilege of the Sixth Form.



## Engaging with College Life

### LEADERSHIP

Sixth Form students at St Joseph's College benefit from a wide variety of opportunities for leadership, which enable them to acquire new skills and develop confidence and responsibility.

Sixth Formers serve the school as Head Students, House Captains, Prefects, Captains of Sport and Chairs of our Student Voice Committees. These Committees include Equality Diversity and Inclusion Committee, Eco Committee, Digital Committee, Enrichment Committee, Catering Committee, Chaplaincy and Charities Committee and our School Council.

Even if not elected or selected for one of these positions, most students have the chance to develop leadership qualities and maturity and experience responsibility across school life simply by being at the top of the school. They may help to run clubs, coach younger teams on the sports field, visit our Prep School and help them in their learning or conduct a musical ensemble.

Students are also invited to take part in the CAFOD Young Leadership programme, and every Sixth Former is trained to be a Peer Mentor for younger pupils.

There are opportunities available to suit every individual and students who develop their own ideas of how they might lead, will be empowered to do so.

### HOUSE

Our House system is an integral part of student life at St Joseph's College. Through House, we promote pride, determination, and self-improvement through a culture of House community and spirit. All students join a House, which they remain a member of for their entire duration at the College.

Houses are named after a founding family of the College: Dixon, Hummel, Jennings and Richardson, each of which have a respective Saint.

Students can expect to partake in several engaging and collaborative House events throughout the year in a bid to claim the prestigious House Cup. Sixth Formers are given the opportunity to apply for the esteemed role of House Captain and help their Head of House and Prep House Captains to arrange and support events.

## Life after St Joseph's – Careers and Futures

At St Joseph's we pride ourselves in giving our students the best possible preparation for life beyond school, and our leavers' destinations are testimony to our success in doing so.

Institutions for further study are wide and varied with places in 2023 achieved at Cambridge, Bristol, University College London, Warwick, Bath, Birmingham, Manchester, Surrey, Southampton and Cardiff.

Courses too range from the traditional Veterinary Science, Architecture, Maths, Physics and Law to the more adventurous Navigation & Maritime Science, Software Engineering and Film, TV, Drama and Theatre.

We have success with students gaining Choral Scholarships, places at Drama School and the Royal Academy of Music.

Upon reaching the Sixth Form, only a handful of students have concrete plans for their future. Most need guidance in carving their career path. Our comprehensive Careers and Futures programme not only helps students learn about labour market trends, employability skills, university degrees, UCAS, apprenticeships, work placements and Gap Years in the Lower Sixth, but it also equips them with the confidence to apply to the most competitive universities and tertiary placements in the Upper Sixth.

Our students receive weekly lessons, as well as individual tailored support from an experienced team of tutors, subject specialists, Head of Sixth Form and Director of Careers & Futures. This helps them in choosing the right degree courses and universities, writing personal statements and CVs, completing UCAS applications and preparing for interviews. This runs in conjunction with a rich programme of lectures, careers events and university visits.

To provide the most up to date and outstanding guidance and support, we use the award winning, online platform UNIFROG, which offers a one-stop-shop to our students to explore, learn, plan and record all aspects of their research in one place.

Our Biennial Careers and Futures Conference allows students to connect with our alumni and members of our local community to discuss their ambitions and aspirations. Building links with members of our Alumni Network can help Sixth Form students to gain first hand information and relevant work experience. Where possible we do all we can to facilitate this.



# Entrance Procedure

To register your interest in joining St Joseph's College Sixth Form, all external candidates should complete a Registration Form on our website.

The offer of a place to external candidates is subject to satisfactory interview and references from the candidate's current school. Offers are made in early December and are conditional on the candidate gaining six 9 to 5 grades at GCSE. There are also minimum GCSE grade requirements in subjects that will be studied at A Level, or in allied subjects if the

subject has not been studied at GCSE. Please see the course information section for details.

Current St Joseph's College pupils do not need to register or attend an interview, but are expected to meet the entry requirements for their chosen A Level subjects. They will all be offered a 'Futures Conversation' before Christmas to discuss their A Level Options.

The full Admissions Policy is available on our website.

## Key Dates

|                                |   |
|--------------------------------|---|
| <b>October:</b>                | Sixth Form Open Evening takes place; an opportunity for students and parents to discuss individual subjects with our Heads of Departments and current students.   |
| <b>November:</b>               | <p>Sixth Form Taster Day for current and prospective students offering a chance to attend subject taster lessons. Interviews and 'Futures Conversations' begin.</p> <p>All students will be asked to make a choice of four A level subjects in preference order to allow us to build the option blocks.</p> |
| <b>December:</b>               | <p>Applications for means-tested financial assistance must be received by 1 December.</p> <p>Conditional offers made to external candidates.</p>  |
| <b>January/February/March:</b> | Mock GCSE exams. Option blocks published. Parent/teacher meeting for current students. Final choices made.*   |
| <b>June:</b>                   | Sixth Form induction day for all students.  |
| <b>August:</b>                 | GCSE Results day and further guidance given to students who do not meet the entry requirements for their chosen courses.  |
| <b>September:</b>              | Sixth Form induction day before the start of term and Year 12 residential retreat.  |

\*We do our utmost to accommodate all A Level choices, however we reserve the right not to offer courses which attract too few pupils.

## WHEN CHOOSING YOUR A LEVELS REMEMBER TO

- study what you enjoy
- concentrate on your strengths
- consider what you need for the future
- reflect on what you will find interesting
- ensure subjects will motivate you to work throughout the Sixth Form



# A Level Subjects

|                                       |    |
|---------------------------------------|----|
| Art and Design                        | 16 |
| Biology                               | 18 |
| Business Studies                      | 19 |
| Chemistry                             | 20 |
| Classical Civilisation                | 21 |
| Computer Science                      | 22 |
| Drama and Theatre Studies             | 23 |
| Economics                             | 24 |
| English Literature                    | 25 |
| French                                | 26 |
| Geography                             | 27 |
| History                               | 28 |
| Latin                                 | 29 |
| Mathematics (and Further Mathematics) | 30 |
| Music                                 | 31 |
| Philosophy, Ethics and Religion       | 32 |
| Physical Education                    | 33 |
| Physics                               | 34 |
| Psychology                            | 35 |
| Spanish                               | 36 |
| EPQ - Extended Project                | 37 |



# Art and Design

St Joseph's College Art Department offers three potential routes through Art and Design at A Level; FINE ART, GRAPHIC COMMUNICATION & PHOTOGRAPHY. The final number of routes offered will be according to uptake and capacity. Due to the volume of independent work, students are only able to opt for one A Level in Art and Design

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE Art or another Art and Design discipline. Students without this should be able to demonstrate an interest in an area of Art and Design through some examples of their creative work.

## EXAMINATION BOARD

AQA

## COURSE AIMS

To develop your ability to appreciate the visual world and to enable you to respond in a personal and creative way. The course will encourage you to refine your technical skills through varied materials, use of technology and traditional design methods as appropriate. With a focus on developing your creative instincts, you will investigate the work of a variety of artists and designers enabling your personal style to evolve. The course aims to foster an enquiring mind and create an enjoyment and appreciation of Art in all forms.

## ASSESSMENT

| Unit                         | Assessment |
|------------------------------|------------|
| 1. Personal portfolio        | 60%        |
| 2. Externally set assignment | 40%        |

## COURSE CONTENT

The structure of the course offers rich opportunities for students to pursue their own interests and lines of enquiry. They will build on existing knowledge and develop skills demonstrating a breadth and depth of the formal elements, materiality and exploration through varied techniques and a wide range of media. A team lead approach allows students to gain from the experience of staff and they are allowed to be creative through guided independence.

## CAREER PROSPECTS

Art can lead to a range of careers, including architecture, conservation/restoration, teaching, events organising, journalism, auctioneering, product design, television research, photography, film and television, animation, exhibition design, curation, fashion design, textile design, jewellery, and fine art.

## FINE ART

Studying Fine Art is essentially about learning to pursue a personal creative journey. This course is designed to follow on from the structure of the G.C.S.E. course and will be a natural and familiar continuation for students.

The structure of the course offers rich opportunities for students to pursue their own interests and line of enquiry. Through contextual referencing, critical understanding, and technique workshops students will develop their own visual language. Experimentation with a wide range of media is encouraged. Throughout the course we aim to foster an enquiring mind, enjoyment and appreciation of Art as a visual language. As the course progresses students will produce

an extensive body of work on a theme of personal interest. Enthusiasm, self-motivation and commitment to the subject are the key to success.

Fine art offers opportunities to use your creativity to express yourself. It will enable you to work independently and to make your own discoveries by exploring ideas, other artists' work and different materials and techniques. Fine Art gives you the skills and knowledge to create personal and imaginative work. If you have an adventurous, creative and inquiring mind and you are excited by shaping and determining the visual world around us, there is a career opportunity waiting for you.

## GRAPHIC COMMUNICATION

Do you enjoy being creative but would benefit from the extra strand of designing for purpose? Graphic Design is all around us and an important part of everyday life. We will guide you towards developing your own visual language. Taking inspiration from historical and contemporary influences, you will learn to contextually analyse work from a range of different design movements to inspire your own design journey.

Our programme of study will help you to develop technical skills with freehand artistic techniques, such as drawing and printing, as well as utilising digital photography and computer-generated skills (Adobe Photoshop and Illustrator) to create polished design conclusions.

Graphic communication opens the door to many exciting and rewarding careers in the creative, commercial and media industries.

## PHOTOGRAPHY

Photography at A Level is essentially art-making using lens-based media and students are encouraged to develop curiosity for the medium and its creative potential. It is about looking, learning, thinking and communicating ideas. Photography means 'drawing with light' and that is what photographers do when they take a picture. Many photographers have explored various techniques to create images that make a personal statement about things that have interested or concerned them. The most exciting aspect of photography is that you are capturing the world as you see it.

At the beginning of the course, students are introduced to a variety of digital processes. They also gain an understanding of the history of photography and its genres. Equally as important as the technical side of photography is the creative approach taken by students, the way they document their experimentation and how thoughtfully analyse it. As the course progresses, students select an area of personal interest and work with independence to produce an extensive body of work.

# Biology

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE Biology, or Grade 7-7 or above in Combined Science.

## EXAMINATION BOARD

Edexcel

## COURSE AIMS

The course helps students develop a number of skills such as collecting and evaluating data, investigating facts and using deduction, communicating a point of view effectively and developing independent learning skills.

## ASSESSMENT

| Unit   | Assessment |
|--|------------|
| 1. Natural Environment and Species Survival      | 33.3%      |
| 2. Energy, Exercise and Co-ordination            | 33.3%      |
| 3. General and Practical Applications in Biology | 33.3%      |

## COURSE CONTENT

The A Level Biology course is made up of eight topics. Four are covered in Year 12 and four are covered in Year 13.

1. Lifestyle, Health and Risk
2. Genes and Health
3. Voice of the Genome
4. Biodiversity and Natural Resources
5. On the Wild Side
6. Immunity, Infection and Forensics
7. Run for your Life
8. Grey Matter

## CAREER PROSPECTS

Many students study Biology as their only A Level science and go on to careers in law, management, computing or accounting. However, if you wish to choose a biology related degree course, Chemistry should also be studied. Adding Physics or Mathematics will give you even greater options such as biotechnology, genetic engineering, medicine, veterinary science, physiotherapy, pharmacy, biochemistry, ecology, nursing, sports science, teaching, zoology, marine biology, or forensic science.

## CO-CURRICULAR OPPORTUNITIES

There are visits to Reading University to see their Electron Microscope and Bayer to perform complex experiments in a research environment.

Our weekly Café Scientifique gives students an opportunity to hear external guest speakers present about their work and how STEM subjects are used in a broad range of academic and industrial areas. Students in the Sixth Form also develop leadership skills as they support younger pupils in our very lively STEM club.

# Business Studies

## ENTRY REQUIREMENTS

At least a Grade 6 and a Grade 5 across GCSE English and Mathematics.

## EXAMINATION BOARD

Edexcel

## COURSE AIMS

To generate enterprising and creative approaches to business opportunities, problems and issues. To be aware of the ethical dilemmas and responsibilities faced by organisations and individuals. To acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis. To apply numerical skills in a range of business contexts.

## ASSESSMENT

| Unit  | Assessment |
|---|------------|
| 1. Marketing, people and global businesses                              | 35%        |
| 2. Business activities, decisions and strategy                          | 35%        |
| 3. Investigating business in a competitive environment/ Global business | 30%        |

## COURSE CONTENT

- Theme 1
- meeting customer needs • the market • marketing mix and strategy • managing people • entrepreneurs and leaders.
- Theme 2
- raising finance • financial planning • managing finance • resource management • external influences.
- Theme 3
- business objectives and strategy • business growth • decision-making techniques • influences on business decisions • assessing competitiveness • managing change.
- Theme 4
- globalisation • global markets and business expansion • global marketing • global industries and companies (multinational corporations).

## CAREER PROSPECTS

Business Studies graduates are found in almost every employment sector: retail; distribution; hospitality and leisure; financial institutions; sales; marketing; production management; professional services (chartered accountancy, business consultancy, law and tax); finance (banking, city markets, insurance); major industrial and manufacturing organisations; media and others.

## CO-CURRICULAR OPPORTUNITIES

Visits to business organisations including the Mini plant in Oxford. Opportunities to attend conferences and lectures. Running a business through the Young Enterprise scheme.

# Chemistry

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE Chemistry or Grade 7-7 or above in Combined Science.

## EXAMINATION BOARD

Edexcel

## COURSE AIMS

Chemistry is often called the central science. The course provides a practical experience for students to increase their enjoyment and understanding of Chemistry, along with the skills to study the subject at a higher level.

## ASSESSMENT

| Unit   | Assessment |
|--|------------|
| 1. Inorganic and Physical Chemistry              | 30%        |
| 2. Organic and Physical Chemistry                | 30%        |
| 3. General and Practical Principles in Chemistry | 40%        |

## COURSE CONTENT

In Year 12 Chemistry provides the foundations of chemical principles, which are developed and applied further in Year 13. Through studying selected topics in Organic, Physical and Inorganic Chemistry, students have the opportunities to make observations, critically analyse results and use their problem solving skills. Different aspects of contemporary chemistry contexts are included such as pharmaceuticals and alternative fuels.

Practical work plays an important role in the study of Chemistry.

## CAREER PROSPECTS

Chemistry A Level provides students with many transferable skills such as problem solving, analysis and numeracy. Besides continuing to study Chemistry or other science subjects at a higher level, many students will also go into careers such as finance, insurance and banking.

## CO-CURRICULAR OPPORTUNITIES

The Chemistry department has close links to Reading University. Students usually have the opportunity to visit the Spectroscopy suite at the University during their course.

Our weekly Café Scientifique gives students an opportunity to hear external guest speakers present about their work and how STEM subjects are used in a broad range of academic and industrial areas. Students in the Sixth Form also develop leadership skills as they support younger pupils in our very lively STEM club.

# Classical Civilisation

## ENTRY REQUIREMENTS

At least a Grade 6 and a Grade 5 across English and another Humanities subject.

## EXAMINATION BOARD

OCR

## COURSE AIMS

The Classical Civilisation A Level qualification provides students with a broad and rewarding study of the classical world. Students have the opportunity to study elements of the literature, visual/material culture and thoughts of the classical world while acquiring an understanding of their social historical and cultural contexts.

## ASSESSMENT

| Unit                     | Assessment |
|--------------------------|------------|
| 1. The World of the Hero | 40%        |
| 2. Imperial Image        | 30%        |
| 3. Greek Religion        | 30%        |

## COURSE CONTENT

The course is made up of three modules.

Module 1 The World of the Hero is a compulsory component consisting of an in-depth study of one of Homer's epic poems and Virgil's Aeneid.

For module 2, Culture and the Arts, we will study Imperial Image. The idea of a politician 'spinning' their public image is one which is very familiar from our contemporary media; and so this exploration of a Roman politician Augustus Caesar and his successful propaganda campaign is both highly relevant and engaging.

For module 3, Beliefs and Ideas, we will study Greek Religion. Religion was an essential part of ancient Greek identity. Studying the practicalities of religious ritual, and the role it plays in society, alongside the functions and layout of famous temple complexes, will help develop your understanding of the central role religion played in the life of everyday people.

## CAREER PROSPECTS

Humanities qualifications are popular with universities and employers alike, and show that you are able to deal critically and logically with subjective, complex, imperfect information. You will build your skills in writing and critical reading and will learn to understand others through their languages, histories and cultures.

# Computer Science

## ENTRY REQUIREMENTS

Grade 6 or above in Computer Science GCSE and Grade 6 or above in Mathematics GCSE.

Students must have their own Windows 10 Laptop with MS-Office.

## EXAMINATION BOARD

OCR

## COURSE AIMS

To understand the principles of computer science. To be able to analyse problems in computational terms. To be able to think creatively, innovatively, analytically, logically and critically.

## ASSESSMENT

| Unit                                    | Assessment |
|---|------------|
| 1. Computer Systems (written)           | 40%        |
| 2. Algorithms and Programming (written) | 40%        |
| 3. Programming Project                  | 20%        |

## COURSE CONTENT

Computer systems:

- Processors, input, output and storage devices
- Software development
- Data exchange, data types and structures
- Legal, moral, cultural and ethical

Algorithms and programming:

- Algorithms
- Computational thinking
- Problem solving

Programming project (non-exam assessment)

Students will be expected to analyse a problem, design, develop, test, evaluate and document a program. The program must solve the problem and should be written in a suitable programming language.

## CAREER PROSPECTS

This course would lead to computer science related degrees and then careers such as: Software Development, Information Analyst, Cyber Security Analyst or IT Project Manager.

## CO-CURRICULAR OPPORTUNITIES

Students will have the opportunity to take part in the CyberCenturion Cyber Security Challenge. They may also become involved in programming the school's digital lighting desk and operating other audio visual equipment.

# Drama and Theatre Studies

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE Drama, or a strong interest in the subject.

## EXAMINATION BOARD

AQA

## COURSE AIMS

The course aims: to explore theatre as an art form both literary and visual - understanding cultural social, historical context; to develop students' skills in a range of theatrical mediums: acting, directing, design and theatre technologies; to enable students to think creatively, work collaboratively and respond analytically.

## ASSESSMENT

| Unit                       | Assessment |
|----------------------------|------------|
| 1. Drama and Theatre       | 40%        |
| 2. Creating Original Drama | 30%        |
| 3. Making Theatre          | 30%        |

## COURSE CONTENT

There are three components:

C1: Drama and Theatre - a written exam comprising study of two pieces of theatrical literature and analysis of one live performance seen. Students explore both from the perspective of performer, director and designer articulating and justifying their ideas for a theatrical realisation of the text.

C2: Creating Original Drama - devising a piece of theatre, applying the theory and practice of influential practitioners, evaluating their ideas in a written response.

C3: Making Theatre - performance of three theatrical texts applying a practitioner to each interpretation.

## CAREER PROSPECTS

Careers within the creative arts industries: producer, director, casting, stage or theatre management, theatre design, acting, media, sound production and many more.

Any careers requiring creative, analytical thinking skills, capacity to lead and work collaboratively and excellent communication skills: project management, event management, law, teaching, journalism, politics, PR and marketing amongst many other disciplines.

## CO-CURRICULAR OPPORTUNITIES

Regular theatre visits are undertaken and workshops are held within and outside school. Students are invited to help with lower school productions, as well as participating in their own senior and whole school performances. Students can also take optional Speech and Drama lessons (LAMDA).

# Economics

## ENTRY REQUIREMENTS

Grade 5 or above in GCSE English and Grade 6 or above in GCSE Mathematics.

## EXAMINATION BOARD

AQA

## COURSE AIMS

In Economics you will look at issues which affect our lives, such as economic scarcity, employment, prices, international trade and poverty. Economists often debate over these issues. It is this controversy which makes Economics lively and interesting and which allows you to form your own opinions.

## ASSESSMENT

| Unit                                  | Assessment |
|---------------------------------------|------------|
| 1. Markets and market failure         | 33.3%      |
| 2. National and international economy | 33.3%      |
| 3. Economic principles and issues     | 33.3%      |

## COURSE CONTENT

### Individuals, firms, markets and market failure

1. Economic methodology and the economic problem
2. Individual economic decision making
3. Price determination in a competitive market
4. Production, costs and revenue
5. Perfect competition, imperfectly competitive markets and monopoly
6. The labour market
7. The distribution of income and wealth: poverty and inequality
8. The market mechanism, market failure and government intervention in markets

### The national and international economy

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

## CAREER PROSPECTS

Economics is a versatile subject that can help you in a number of careers. Not only could you find yourself working for big corporations, banks or the government but your qualification in Economics could also be valuable in a career such as an economist in the public or private sector, analyst, financial, investment and data, consultant, an actuary, financial planner, public sector or private sector, civil servant.

# English Literature

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE English Literature and Grade 6 or above in GCSE English Language.

## EXAMINATION BOARD

AQA

## COURSE AIMS

To foster a love of, and appreciation for, a range of literature.

To encourage students to pursue their own independent study and research into an area of literature they especially enjoy.

To broaden their knowledge and encourage wider reading of texts that have shaped our own and other cultures.

## ASSESSMENT

| Unit  | Assessment |
|---|------------|
| 1. Love through the ages  | 40%        |
| 2. Texts in shared context - Modern Times - 1945 to the present day | 40%        |
| 3. Independent Critical study                                       | 20%        |

## COURSE CONTENT

Paper 1 explores one poetry and one prose text from a set list - one of which must have been written before 1900 - alongside a Shakespeare text. The examination will include an unseen extract and will involve comparison of unseen with previously studied material.

Paper 2 will allow students to work with open book on their set texts taken from a specified time period - in this case post 1945 - and will also involve comparison with unseen material. Texts include prose, poetry and drama.

The Independent Critical study allows students to produce a researched piece on two texts of their choice on which they have to produce independently a 2500 word essay.

## CAREER PROSPECTS

A Level English Literature is highly recommended for Law related degree courses, Business degree courses or degrees in the social sciences. Careers which use the analysis of ideas, literacy skills and the ability to communicate. Specialised careers, like print journalism, writing, media or advertising, will especially welcome students with these skills.

Finally, an A Level in English Literature will show others that you are an articulate, well-read and well informed young adult.

## CO-CURRICULAR OPPORTUNITIES

Students go on a wide variety of theatre trips and also take part in conferences.

# French

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE French.

## EXAMINATION BOARD

AQA

## COURSE AIMS

You will learn not only more French, but also more about how French speakers live, think and feel: A Level French, rooted firmly in the French-speaking world, aims to broaden, enrich and inspire.

## ASSESSMENT

| Unit  | Assessment |
|---|------------|
| 1. Listening, Reading, Translation from and into French on cultural/social/political topics | 50%        |
| 2. Writing in French about film/literature  | 20%        |
| 3. Speaking about cultural/social/political topic and individual research topic             | 30%        |

## COURSE CONTENT

In Year 12 you will discover young French speakers' experience and opinions of music, cinema, family and society. You will also study one film, novel, or play. You will learn to share your own views engagingly in French.

In Year 13 you will explore social and political issues like integration and exclusion, participation and protest, study a novel or play and research a topic of personal interest.

## CAREER PROSPECTS

Whether your career is in business, law, the media or science, French will be an asset: your skills as negotiator, communicator, researcher or language learner, and your understanding of a foreign culture will be highly prized by employers in our increasingly small world, where your colleagues, customers and competitors will be multinational and multilingual.

## CO-CURRICULAR OPPORTUNITIES

Sixth Form linguists enjoy opportunities to visit France and see French films, plays and exhibitions closer to home.

# Geography

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE Geography.

## EXAMINATION BOARD

AQA

## COURSE AIMS

To encourage students to recognise the complexity of the relationship between people and their environment. To encourage students to engage as knowledgeable, questioning citizens, who realise that the values, attitudes and circumstances of people impact upon their decisions in the world.

## ASSESSMENT

| Unit   | Assessment |
|--|------------|
| 1. Physical Geography                                    | 40%        |
| 2. Human Geography                                       | 40%        |
| 3. Individual Investigation, leading to a written report | 20%        |

## COURSE CONTENT

The course includes a variety of Physical and Human topics, which reflect current world issues and themes, such as the stresses being imposed on many physical environments, and the problems of resource security in the world today. There will be four days of fieldwork and the use and analysis of graphs, maps, statistics and digital data. Students will complete an individual investigation leading to a written report and two written exams, with data response questions and questions requiring more extended essays.

## CAREER PROSPECTS

Geography has one of the highest rates of graduate employability and is highly valued by employers for its knowledge base and the application of key skills. Geographers develop a sound understanding of current issues at local, national and global scales and become adept at data collection, presentation and analysis. Geographers enter many areas of employment, especially those involved in tourism, social services, environmental matters, marketing and research.

## CO-CURRICULAR OPPORTUNITIES

Students will complete a variety of compulsory fieldwork activities including a day trip to East London and a two-day residential to the south coast. The department regularly attends study days at the Royal Geographical Society, the Mountain and Ocean Film Festivals at the Hexagon and has a very active eco-committee.

# History

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE History.

## EXAMINATION BOARD

OCR

## COURSE AIMS

History aims to develop candidates' expertise in analysing and evaluating documents, enhance essay writing and research skills and promote knowledge of a wide range of topics in British and European History.

## ASSESSMENT

| Unit   | Assessment |
|--|------------|
| 1. British Period Study and Enquiry              | 25%        |
| 2. Non-British Period Study                      | 15%        |
| 3. Thematic Study and Historical Interpretations | 40%        |
| 4. Non-exam assessment                           | 20%        |

## COURSE CONTENT

The course content will cover topics of History ranging from Popular Culture and the Witchcraze of the 16th and 17th centuries to Twentieth Century Britain, focusing in detail on political, social and economic themes. There is also a coursework component, which is completed independently and involves an element of student choice.

## CAREER PROSPECTS

History can be useful for all of the following:

The Armed Forces and the Police, law, the media, national and local government the Civil Service and the Diplomatic Service, horticulture and nature conservation, architecture and the conservation of buildings/artefacts, archaeology, teaching, lecturing, record offices and archives, heritage organisations and charities, museums and galleries.

## CO-CURRICULAR OPPORTUNITIES

University lectures that tie in with the course and off site visits, including a residential trip to Pendle and Manchester, linking in with key topics from both the Witch Craze and Britain courses.

The History Department also runs a thriving Model United Nations Society.

# Latin

## ENTRY REQUIREMENTS

Grade 7 or above in GCSE Latin.

## EXAMINATION BOARD

OCR

## COURSE AIMS

The course aims to equip students with sufficient language skills to read literary texts in the original Latin and to foster enthusiasm for the fascinating history and culture of the ancient world.

## ASSESSMENT

| Unit   | Assessment |
|--|------------|
| 1. Translation into English of unseen Latin prose and verse          | 33%        |
| 2. Comprehension of unseen Latin Translation from English into Latin | 17%        |
| 3. Set book – Prose literature                                       | 25%        |
| 4. Set book – Verse literature                                       | 25%        |

## COURSE CONTENT

Through reading and translating Latin prose and verse texts, learners develop linguistic competence and skills which will, furthermore, help in the study and application of English and other languages. They analyse and respond critically to a prose set book and a verse set book, tackling prescribed passages in Latin and the rest in English.

## CAREER PROSPECTS

Latin students learn mental agility, empathy, attention to detail and to the bigger picture, analysis at pace, persistence, informed evaluation and clear, persuasive expression, all of which are transferable to lots of spheres of employment and assets in many careers, ranging from politics, the civil service and law, to business, finance and the arts.

## CO-CURRICULAR OPPORTUNITIES

There will be opportunities to visit Roman sites and exhibitions.

# Mathematics

## ENTRY REQUIREMENTS

Grade 7 or above in GCSE/IGCSE Mathematics.

For Further Mathematics a grade 8 in GCSE/IGCSE Mathematics is required

## EXAMINATION BOARD

AQA - A Level Mathematics

Edexcel - Further Mathematics

## COURSE AIMS

An A Level in Mathematics is one of the most valuable qualifications you can achieve before a degree. The course is designed to enable students to develop mathematical skills, coherent arguments, logical reasoning and problem solving skills.

## ASSESSMENT

A Level Mathematics

| Unit                   | Assessment |
|------------------------|------------|
| 1. Pure                | 33.3%      |
| 2. Pure and Mechanics  | 33.3%      |
| 3. Pure and Statistics | 33.3%      |

A Level Further Mathematics

| Unit  | Assessment |
|---|------------|
| 1. Core Maths (Pure)                                    | 25%        |
| 2. Core Maths (Pure)                                    | 25%        |
| 3. Option Paper<br>(Pure/Mechanics/Statistics/Decision) | 25%        |
| 4. Option Paper<br>(Pure/Mechanics/Statistics/Decision) | 25%        |

## COURSE CONTENT

The A Level in Mathematics is split between Pure Mathematics and Mechanics and Statistics. The main components of Pure Mathematics include Algebra, Geometry, Calculus, Proof and Trigonometry. The Mechanics and Statistics component covers Kinematics, Newton's Laws, Probability, Statistical Distributions and Hypothesis Testing. The course is assessed by three two-hour papers of equal weighting at the end of the two years of study. There is no coursework component. A calculator is permitted in all papers.

A Level Further Mathematics can be taken as one of three A levels or as a fourth A Level option. The additional content introduces the student to new topics including Complex numbers, Matrices, Differential Equations as well as furthering Statistics or Mechanics knowledge. There is some choice in what students study in Further Mathematics, and we will always tailor our advice to the student.

## CAREER PROSPECTS

All employers and universities will look favourably on a candidate with a good A Level in Mathematics. Beyond the obvious careers of medicine and engineering, and careers in the sciences and financial sectors, the skills used to develop reasoning and coherent argument are useful in business, law, journalism and many more besides.

## CO-CURRICULAR OPPORTUNITIES

Students will take part in the Senior Mathematical Challenge run by the United Kingdom Mathematical Trust, and some will be selected to take part in the Team Maths Challenge. There is a well attended weekly Mathematics clinic that offers support to students. In year 12 students will attend interactive lectures presenting mathematics in the context of exciting, real-world applications.

# Music

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE Music.

## EXAMINATION BOARD

OCR

## COURSE AIMS

A Level Music aims to extend the skills required to take part in, and appreciate making, music, developing each student's musical interests, encouraging lifelong learning and providing access to music-related and other careers.

## ASSESSMENT

| Unit                            | Assessment |
|---------------------------------|------------|
| 1. Performing - Recital         | 35%        |
| 2. Composing - Two Compositions | 25%        |
| 3. Listening and Appraising     | 40%        |

## COURSE CONTENT

A Level Music offers an exciting combination of performance and composition alongside listening and appraising. There is a strong element of choice in all parts of the examination, whether you are selecting pieces to play in your recital, choosing a style of music in which to compose or deciding which set works to study (ranging from Beethoven's Third Symphony to Louis Armstrong's Heebie Jeebies).

## CAREER PROSPECTS

Students who study A Level Music often continue with music for higher education but equally study subjects ranging from English to Mathematics and the sciences.

Careers involving music often include: being a musician, music education, the theatre, arts, media, recording or music therapy.

## CO-CURRICULAR OPPORTUNITIES

In addition to regular concert trips, A Level students participate in most co-curricular activities within the College, as well as running Junior Wind Band and A Capella.

They can benefit from recitals, masterclasses and lunchtime concerts from professional musicians, and take part in musical productions such as *Sister Act*, *Made in Dagenham* and *A Midsummer Night's Dream*. Students can also travel abroad with our biennial music tours to Europe.



# Philosophy, Ethics and Religion

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE Religious Studies.

## EXAMINATION BOARD

OCR

## COURSE AIMS

- Develop 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 their own values, opinions and attitudes in the light of their study

## ASSESSMENT

| Unit                                 | Assessment |
|--------------------------------------|------------|
| 1. Philosophy of Religion            | 33.3%      |
| 2. Religion and Ethics               | 33.3%      |
| 3. Developments in Religious Thought | 33.3%      |

## COURSE CONTENT

Philosophy of Religion: 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.

Religion and Ethics: 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.

Developments in Religious Thought: 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 in the context of one religion.

## CAREER PROSPECTS

This course will teach you how to put forward logical arguments and back them up with evidence. It will also help you to focus your thoughts into concise and precise structures. This course is useful to all careers from medicine to law, business, journalism, politics and performing arts.

## CO-CURRICULAR OPPORTUNITIES

Year 12 have the opportunity to take part in the CAFOD Young Leadership scheme.

# Physical Education

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE PE.

## EXAMINATION BOARD

AQA

## COURSE AIMS

A course which allows students to play to their strengths in performing their main sport to a high level. Theoretical content offers a deeper understanding of how the mind and the body of a performer change and adapt to the varying demands of training and competition.

## ASSESSMENT

| Unit              | Assessment |
|-------------------|------------|
| 1. Theory Paper 1 | 35%        |
| 2. Theory Paper 2 | 35%        |
| 3. Practical      | 30%        |

## COURSE CONTENT

- Applied Anatomy and Physiology
- Skill Acquisition
- Sport in Society
- Exercise Physiology
- Biomechanics
- Sports Psychology
- Sport Technology in Society
- Practical Performance or Coaching in one sport

## CAREER PROSPECTS

Careers involving Physical Education include: PE teacher, personal trainer, physiotherapist, elite sports coach, sports journalist, dietician and sports technology.

## CO-CURRICULAR OPPORTUNITIES

Students have the opportunity to develop their skills beyond the classroom in a variety of ways: coaching junior teams and/or playing in and Captaining the 1st teams in Rugby, Football, Hockey and Netball; structured activities with staff; attending trips to use the Exercise Physiology equipment at University Sports Faculties.

# Physics

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE Physics or Grade 7-7 or above in Combined Science, and Grade 7 or above in GCSE Mathematics.

## EXAMINATION BOARD

AQA

## COURSE AIMS

Physics A Level offers a seamless transition from GCSE studies. It provides a smooth pathway to university courses in physics and other subjects in which physics is a key component, whilst developing students' interest and enthusiasm.

## ASSESSMENT

| Unit                           | Assessment |
|--------------------------------|------------|
| 1. Sections 1 to 6.1           | 34%        |
| 2. Sections 6.2 to 8           | 34%        |
| 3. Practical skills and Option | 32%        |

## COURSE CONTENT

The course includes an interesting range of topics for both theory and practical study, such as Mechanics, Waves, Nuclear and Particle Physics, and Electric Circuits. The Physics department has two well-equipped laboratories and has very good technical support. Students regularly carry out experimental work to understand theory better and develop their practical skills.

## CAREER PROSPECTS

Physics at A Level is an excellent basis for many degree courses, and plays a very good supporting role for the study of other sciences, mathematics, medicine, computing or engineering. A Level Physics is a highly regarded qualification and the shortage of scientists will make you valuable for a wide range of courses and careers.

## CO-CURRICULAR OPPORTUNITIES

Pupils get to see the most advanced research in Particle Physics during a trip to CERN in Geneva and Gas Physics is illustrated by a Scuba Diving initiation. Each year, teams enter the very successful F1 in Schools Challenge. Our weekly Café Scientifique gives pupils an opportunity to hear external guest speakers present about their work and how STEM subjects are used in a broad range of academic and industrial areas. Pupils in the Sixth Form also develop leadership skills as they support younger pupils in our very lively STEM club.

# Psychology

## ENTRY REQUIREMENTS

Grade 5 or above in GCSE English and Mathematics and Grade 6 or above in GCSE Science.

## EXAMINATION BOARD

AQA

## COURSE AIMS

To offer an engaging and effective introduction to Psychology, covering the fundamentals and enabling the development of skills valued by Higher Education and employers, including critical analysis, independent thinking and research.

## ASSESSMENT

| Unit                                 | Assessment |
|--------------------------------------|------------|
| 1. Introductory Topics In Psychology | 33.3%      |
| 2. Psychology in Context             | 33.3%      |
| 3. Issues and Options in Psychology  | 33.3%      |

## COURSE CONTENT

Paper 1:

- Memory in everyday life
- Developmental Psychology: Social Influence
- Attachment in everyday life
- Psychopathology

Paper 2:

- Biopsychology
- Research methods
- Approaches in Psychology

Paper 3:

- Issues and debates in Psychology (compulsory)  
Students will take one topic each from 3 option blocks:
- *Option 1* - Relationships, Gender, Cognition and development
- *Option 2* - Schizophrenia, Eating behaviour, Stress
- *Option 3* - Aggression, Forensic Psychology and Addiction.

## CAREER PROSPECTS

Psychologists enjoy a fascinating range of career options, including occupational psychology, clinical psychology, forensic psychology and health psychology. An awareness of psychology is becoming increasingly important in a range of disciplines, from sports and exercise psychology, to human resources management, marketing, law and teaching.

# Spanish

## ENTRY REQUIREMENTS

Grade 6 or above in GCSE Spanish.

## EXAMINATION BOARD

AQA

## COURSE AIMS

A Level Spanish helps students develop confident, effective communication skills in Spanish and a thorough understanding of the culture of countries and communities where Spanish is spoken. It develops an interest in, and enthusiasm for, language learning and encourages students to consider their study of the language in a broader context.

## ASSESSMENT

| Unit                              | Assessment |
|-----------------------------------|------------|
| 1. Listening, Reading and Writing | 50%        |
| 2. Writing                        | 20%        |
| 3. Speaking                       | 30%        |

## COURSE CONTENT

Contents:

1. Social issues and trends
  - 1.1 Aspects of Hispanic Society
  - 1.2 Multiculturalism in Hispanic Society
2. Political and artistic culture
  - 2.1 Artistic culture in the Hispanic world
  - 2.2 Aspects of political life in the Hispanic world
3. Grammar
4. Works
  - 4.1 Literature: *La Casa de Barnarda Alba*
  - 4.2 Film: *Ocho Apellidos Vascos*

## CAREER PROSPECTS

Whichever career you specialise in, being fluent in Spanish will be an asset. In today's global world, the skills developed through language learning, as well as extensive knowledge of a foreign culture, are highly prized by employers and universities. Top businesses, industries and universities are multinational and multilingual.

## CO-CURRICULAR OPPORTUNITIES

Residential trips to Spain, attendance at exam skills conferences, theatre visits, trips to the Flamenco Festival, tapas evenings, Spanish film nights/cinema outings, access to Spanish media, weekly conversation lessons with the Spanish assistant.



## EPQ - Extended Project

The Extended Project Qualification develops students' ability to work independently in preparation for further study at a higher level.

The Extended Project is a single piece of work that requires a high level of planning, preparation, research and autonomous study. It aims to improve students' critical thinking and time management skills and inspires them to develop a love of learning for learning's sake.

All students have the option to complete an Extended Project and have free choice in selecting their topic. Extended Project titles by our current Sixth Form include:

- To what extent did nationalism cause the collapse of Yugoslavia?
- 'Is the fitness industry failing to reduce obesity rates?'
- Can e-sports replace real sport?
- Did the women of Old Norse mythology counter the gender barriers of contemporary society?
- How can human life be sustained on other planets?

The Extended Project helps students to develop a range of valuable skills through pursuing their interests and investigating topics in more depth. It demonstrates an ability to work independently, deliver a presentation, manage time, plan, research, edit and amend work with the support of a personal supervisor.

The qualification is the equivalent of one AS Level, and is worth up to 28 UCAS points. It has been praised by universities and employers as a valuable means of guiding students into higher education and the workplace.

# College Fees

The Governors of St Joseph's College seek to maintain fair and affordable fees through efficiencies rather than compromising our offer.

In 2023/24 school fees for each year group are £14,289 per annum, £4,763 per term. Fees are subject to Governor review for the beginning of each academic year.

Payment is made in advance by Direct Debit in ten monthly instalments from July to April.

Parents are given as much notice as possible of any increase in fees.

Whilst the College tries to include all its costs within the fees there are certain extras which are payable in addition and would include:

- Transport
- Meals
- Educational Visits and Field Work
- Individual music and/or Speech and Drama lessons
- Individual learning support lessons
- Public examination fees

## DEPOSITS FOR PUPILS NEW TO ST JOSEPH'S COLLEGE

Once the offer of a place at the College has been accepted, a deposit of £500 is payable. This is returned, less any expenses incurred, after the pupil's final term in Year 13 at St Joseph's.

Acceptance of a place is on the understanding that both the pupil and their parents/guardians accept and conform to the conditions, requirements and regulations of the College. These are set out in the Acceptance of a Place documentation and our Terms and Conditions, which parents/guardians sign at the time of accepting the offer of a place.

Current Year 11 students are expected to give notice before Easter if they do not intend to continue into Year 12.



“Pupils are highly confident and resilient individuals but without any sense of brashness or arrogance.”

ISI REPORT MAY 2022

ST JOSEPH'S COLLEGE, READING

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