



*Consistently one of the top totally non-selective schools*

# JFS Sixth Form

## Pathway and Curriculum Guide 2019-20

*Unrivalled Opportunities*



*Exceptional Teaching*



*Personalised Progression*



*JFS is a co-educational inclusive, modern, orthodox Jewish school that strives to produce well-educated, faithful and proud Jews who will be responsible and contributing members of society*

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# INTRODUCTIONS



**Dr Oliver Walton**  
Assistant Headteacher (Sixth Form)



**Miss Ella Buckle**  
Head of Year 13



**Mr Sam Hall**  
Assistant Head of Year 13



**Mr Peter Rowlands**  
Head of Year 12



**Miss Shara Davies**  
Assistant Head of Year 12



**Mrs Frances Marx**  
Sixth Form Administrator



**Mrs Sara Levick**  
Sixth Form Study Room Supervisor  
& Careers Advisor



**Mr Andy Gardner**  
Independent Higher  
Education & Careers Advisor



**Mr Raphael Joseph**  
Sixth Form Jewish Studies  
Co-ordinator

# WELCOME

Graded as 'Outstanding' by OFSTED in November 2016, the Sixth Form at JFS is vibrant place for students to excel, achieving beyond their individual potential. Within a self-contained annex of the school, it has specialist facilities that support all students in achieving outstanding outcomes across all subjects. We have a recipe for success which has been tried and tested over a number of years, which has seen us achieve not only fantastic results, but has also seen us graded in the top 1% of Sixth Forms across the country for the progress students make with us. Student success at all levels is celebrated equally and it is worth noting the students who enter the Sixth Form at JFS School with an average of grade B or level 5 at GCSE are those who go on to make the greatest progress.

The Sixth Form at JFS offers a variety of pathways for students depending on their GCSE performance and/or their intended career choice. As with all other Sixth Forms, **pathways and subjects will only be available if there is sufficient uptake.**

Students starting in Year 12 in September 2019 will be required to study three A Level subjects (or the equivalent). Students wishing to study further mathematics may choose this as a third or fourth subject. To provide the student with a greater breadth of progression choices, we recommend this is a fourth choice. We also offer students a three-year pathway for those who did not achieve a level 4 in GCSE English or mathematics.

Please turn to **page 9** of this booklet for the Application/Admission Process.

For a full list of subjects, specifications and details, please see **from page 10** of this booklet.

In addition to their chosen subjects, students will also be required to take an active part in the Jewish dimension of the school as well as in the enrichment activities and courses on offer. Sixth Form students have a compulsory double lesson of recreation, during which time they opt to participate in one of the activities available. These options include: volunteering (Gift), NEXT (Jewish Community Ambassador Programme), art, computing, debating, photography, newspaper and sport, in which we recommend all students participate.



# THE JEWISH DIMENSION

## Jewish Studies Lessons

Jewish Studies in the Sixth Form is all about 'you', our students. For the next two years, you will have the chance to really explore your Judaism in a deep, challenging but fun way and we are genuinely excited to see you take advantage of this opportunity.

*"When I was younger I thought I would change the world. I then decided that I would work on my city, and later concentrated just on my family. But now I have decided just to try and change myself."*

**The Kotzke Rebbe**



Rav Menachem Mendel of Kotzk, the 'Kotzke Rebbe', reminds us that, as Jews, we relate to the world around us in different spheres, namely ourselves, our families, our communities and the wider world. Jewish Studies in the Sixth Form takes a look at each sphere from a Jewish angle. The programme is non-examined but the lessons are compulsory and attending JS is a requirement of being a Sixth Form student at JFS. Year 12 students have four lessons over two weeks whilst Year 13 has three lessons over two weeks (although there are many opportunities to

have additional hours for those who wish to). Topics such as Social Media, Israel and Me, Life and Death Decisions, Practical Jewish Skills, Social Action and many more, where students have the opportunity to learn about the ways in which Jewish teachings and values are applied to modern life, are included in the programme.

## Speakers

Lessons are complemented by a diverse range of speakers from organisations across the world. Each speaker gives the student an insight into the practical applications of the theory from their lessons. Furthermore, whenever a speaker is brought in, we are hopeful that some of their life story and background will educate the students on what path was followed in order to get to where the speaker currently is. Past speakers have included Simon Johnson, who spoke about his career in the FA and ITV, Dan Sacker (Director of Communications and Strategy for Lord Rabbi Dr. Sacks) and Helena Sharpstone (Corporate Leadership and Team Consultant) who have spoken about creating and maintaining a good reputation for the future, specifically in the area of social media.



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## Iyun Programme

We also have optional Iyun (depth) classes where students, who are keen to take their Jewish studies one step further, are given separate (and additional) provision. This includes advanced lectures from international and dynamic scholars as well as a bespoke learning programme during lessons.

In addition, we bring in university students, who have all studied Torah in yeshivot and seminaries across the globe, to learn in small groups with the students (chavrutot). Aside from the obvious enhanced educational benefits of such an initiative, the Text Tutor programme provides students with young mentor-type figures who can guide students through the next few years of their lives. These chavrutot also come in at other times to study with Iyun students and offer extra provision for them.

## Extra-Curricular

A wide range of informal activities also exist to enhance the Jewish identity of the students. These include: Lunch and Learn, trips to Poland, Shabbat experiences, panel debates and festive events.



We have two additional exciting and popular programmes that are geared towards the future choices of our students.

The **NEXT** programme takes students to visit successful Jewish business men and women at their workplace. The students get the opportunity to ask questions about their profession as well as getting a taste of the corporate world. The experience will help to guide students make informed choices for their university courses as well as mapping out a path towards professional success.

The **GIFT** volunteering programme encourages students to become better givers. Through a series of sessions, students will meet people from the not-for-profit world and learn about the amazing organisations that exist in the Jewish community. They will also get an opportunity to put their skills to use with actual visits to some of these charities.

***Overall, the Sixth Form Jewish Dimension aims to be a relevant, exciting and diverse series of bespoke programmes that seeks to give each student a way of finding their place within the Jewish community and enhancing their Jewish identity.***

# STUDENT SUPPORT

## **Accommodation**

The Edmond J Safra Sixth Form Centre is a purpose-built facility providing a comfortable study area with wifi throughout as well as computers, a silent study room and dedicated Sixth Form classrooms, two of which are fully furnished with computers. We also have a designated eating area for the use of Sixth Form students at break and lunchtime. Students are expected to treat the facilities provided with care and respect and to tidy up after themselves.

Students will be making the decision to apply for the Sixth Form with the knowledge that it involves hard work and commitment. We will support students in this by providing excellent facilities and a support network of dedicated teachers.

## **Independent Study**

Students will be allocated time each week for independent study. They will be expected to use this time constructively, either on further study or on research. For each hour of taught lessons in school, students need to spend upwards of one hour on independent study in order to achieve their full potential. Year 12 students are required to remain in school for the majority independent study sessions. Once they have completed their UCAS applications, Year 13 students may negotiate some limited periods of home study.

## **Student Progress**

Data reports are issued to parents at three points throughout the year for both Year 12 and Year 13. This data will be based on 'in-class assessments'. These assessment points are in addition to the mock examinations which take place at the end of the summer term. During in-class assessments, students will sit past paper questions which will be marked against exam mark schemes before feedback is provided about how they can improve. The data reports parents receive shortly after each of these assessments will allow them to monitor their child's progress. A full parents' evening is held in the Autumn Term for Year 13 and in the Spring Term for Year 12 and parents will be contacted at other times if there are issues to be discussed.

## **Mock Examinations**

For Year 12 these will take place over a two-week period at the end of the Spring Term, with most subjects setting either one or two papers. During this time, students will be on study leave and will only be expected in school for their examinations. They are more than welcome to use the Sixth Form facilities during this time for their own private studies. The lessons in the weeks leading up to these examinations will be crucial to their success in them. Students must not take the weeks off before mock examinations as self-selected study leave because they have not worked consistently throughout the year and are not up-to-date with their notes. Please note that some dates regarding assessments may change.

For Year 13 mock examinations will take place at the start of the Spring Term. During this time students will be on study leave and will only be expected in school for their examinations. They are more than welcome and are, in fact, encouraged, to use the Sixth Form facilities during this time for their own private studies.

### **Tutor Time**

Each student is allocated to a tutor group and their tutor will see them regularly to discuss their progress both formally and informally. Sixth Form Tutors are the first point of contact between parents and the school. For students applying to university/an apprenticeship or a job, their tutor will support them during the application process and write part of their reference.

### **Absence and Attendance**

Full attendance is vital to support achievement. All Sixth Form students are expected to aim for 100% attendance. Attendance at morning registration is compulsory for Year 12 and initially for Year 13 students. However, for those Year 13 students who demonstrate a good attendance and work record and who have completed their UCAS application, if continuing to university, some study leave will be permitted. This is not automatic and must be negotiated with their Head of Year. Absence and attendance will be monitored by form tutors and any students causing concern will be referred to the Head or Assistant Head of Year and if attendance does not improve, to the Head of Sixth Form.

### **Leadership skills**

Early in the Autumn Term of Year 12, all students are given the opportunity to apply for one of the many leadership positions we have available. Once students have completed a written application, the selection of each post will be made by a panel consisting of the Sixth Form Leadership Team and the Year 13 Head Boy and Head Girl Team. These posts include: House Captains, Academic Assistants, Sixth Form Committee Members, Senior Prefects, Student Officer Team Leaders, Paired Readers, Ambassadors and Society Chairpersons.

Many of these students develop their leadership skills and they are then in line to apply for the posts of Head Boy and Head Girl when we come to appoint them at the end of the Autumn Term. Sixth Form student leaders have a very important role in the school, both supporting staff with every-day issues and representing the school at a wide range of events throughout the year. The school also has a School Council, chaired by the Head Boy and Head Girl and led by representatives from Year 12. The School Council actively represents the views of the wider student body and reports to the Senior Leadership Team. The Head Boy and Girl also attend meetings of the Governing Body of the school.

# OUR EXPECTATIONS OF YOU

You have made a positive choice to be part of the Sixth Form at JFS School and we expect you to show both enthusiasm and commitment for your chosen course of study and for life in the Sixth Form. Success is highly dependent upon regular attendance and you should be punctual, both to school and to all classes. In the Sixth Form you will be role models for all younger pupils. You will be treated as young adults and we expect you to act responsibly. If you are to enjoy the privileges of Sixth Form life to the full, we do expect you to follow some important guidelines.

## DRESS CODE

Through appropriate dress, sixth form students act as role models for younger students and as ambassadors for the school. The expectation of both the school and the Sixth Form Leadership Team is that students in years 12 and 13 understand that the Sixth Form is a serious learning environment and that they take a mature and responsible approach towards how they present themselves. This will ensure that time is focused on assisting students to progress and reach their goals for life beyond JFS. A high standard of personal appearance is expected of all students including consideration towards modest dress to demonstrate respect for the school ethos. The Sixth Form Dress Code reflects our school motto 'Orah Viykar' – 'Light and Honour'. A student's adherence to the Dress Code demonstrates respect for the ethos and learning environment at JFS and reflects a desire to promote the good reputation of JFS in the wider community.

Any student who breaches the school dress code can expect to be sent home to change. The Sixth Form Team's decision on what is appropriate is final.

## EATING AND DRINKING

- Students may eat a kosher packed lunch brought from home in the designated picnic area and are expected to tidy up after themselves.
- Packed lunches must NOT be consumed in the Mezzanine Cafe.
- No food is to be consumed in the Study Room, study areas or in classrooms.
- Students are encouraged to use the Sixth Form Mezzanine Cafe. This must be kept tidy at all times.
- Strictly no chewing gum.
- Water is available at all times – but please do not drink water near the computers.

# WHAT YOU CAN EXPECT FROM US

We have high expectations of students. You can expect certain commitments from us in return. You will receive expert tuition and excellent teaching in your chosen subjects and the support of staff in helping you achieve your full potential. The destinations of our Year 13 students are testimony to the success that we achieve. You will also receive support and guidance regarding your future after JFS. Your Form Tutor will support you during the UCAS process and will write part of your reference for university or employment. In Year 12 you will be kept informed about university courses and open days. Students also visit the UCAS Higher Education Fair. Each Year 12 student is authorised to be absent from school for three university open day visits in the Summer Term.

The launch of our Higher Education and Progression Programme takes place in the Spring Term. This includes Alumni Day, our Future Choices Programme, university visits and the UCAS Fair in March at which you will meet representatives from a wide range of occupations and have the opportunity to discuss potential careers from apprenticeship and school leaver entry to graduate entry. Students in both Year 12 and 13 are also able to book individual appointments with Andy Gardner, our Higher Education and Careers Adviser. Mrs Levick (Sixth Form Study Room Supervisor) is also available for drop-in advice and guidance. We also support all our students by providing interview skills training for them in Year 13, ahead of the university and job recruitment season. For those students leaving school to take up direct employment, we also provide CV writing support.

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# ADMISSION TO THE SIXTH FORM AT JFS

- The deadline for admissions is **25<sup>th</sup> January 2019**.
- Students starting in Year 12 in September 2019 will be required to study **three** A Level subjects, a mixture of A Levels and BTECs, or to follow a BTEC only route.
- Using Appendix 1 and Appendix 2, students should select a pathway and subject(s) for which they believe they will meet the entry requirements and (where applicable) are only allowed to choose one subject in each option group.
- Students should choose **three** subjects (or the equivalent) and **one** reserve.

Students currently in Year 11 at JFS who wish to transfer into the JFS Sixth Form should follow the link [HERE](#) and complete the Transfer to Sixth Form form.

Students currently in Year 11 at schools other than JFS, who wish to make an application to join the JFS Sixth Form, should follow the link [HERE](#) and complete the documents attached.

**Please note:**

The subjects and the groups they are in are provisional and subject to student numbers. They may be withdrawn at any point.

For a full list of subjects, specifications and details, please visit the following links to the examination boards as outlined in Appendix 3 at the back of this guide.

PATHWAY A	PATHWAY B	PATHWAY C	3-YEAR PATHWAY
<b>A Level Subjects</b>  Over 24 subjects	<b>BTEC Programme</b>  Business, Media, Applied Science & Food Science	<b>CACHE Childcare Course</b>	<b>Level 2 Technical Certificate: Business Enterprise</b>  (Equivalent to GCSE) Going on to Pathway A, B or C

# THE FOUR-POINT PLAN FOR MAKING THE RIGHT PATHWAY CHOICE

1. If you have a career idea which you are keen on, does this career require you to study a certain university course which requires a certain pathway or certain A Levels?
2. Will you achieve the entry requirements for the course you have applied for?
3. Does your pathway reflect your strengths and interests?
4. If your preferred pathway includes a subject that you have not studied before, have you researched what this subject is about?

# PATHWAY A: A LEVELS

## Recommended entry requirements

- It is recommended that students have a Grade 6 in six or more subjects including English Language and Mathematics
- All subjects has their own entry requirement. Please see Appendix 1.

The General Certificate of Education (GCE) Advanced Level, or A Level, is a level 3 qualification. A Level qualifications are now linear. This means students will sit all examinations for their qualification at the end of the full two year course in June / July 2021. This gives more time to teach the subject and flexibility around when and how to teach each part of the course.

## Which subjects to study?

If you meet the criteria above, please consider the following four points:

1. You enjoy and are good at the subject at GCSE Level.  
**But** some subject content is distinctly different and considerably more challenging when you study it at A Level.
2. Have you chosen at least two subjects, which you have studied before at GCSE? This is a wise approach for most students.

*There are two plausible reasons why you have not taken at least two subjects you have studied before:*

- a. You want a change.
- b. You do not feel comfortable with the core subjects and you want to see if you can do better with new subjects.

Some universities for might assume that you chose new subjects because of (b) and feel that you are avoiding a challenge. Another consideration is that you are taking a risk if you do not understand what the subjects involve. The transition from GCSE to A Level is already demanding when you have an idea about the subject because you have studied it before.

3. You need this/these subjects to enter a particular career or course at university.  
**But** remember to get all your facts right – there are still all kinds of misconceptions about what you need for certain careers or degree courses.

Certain courses at university require certain A Level subjects as an entrance requirement, for example a Pharmacy degree will require that you have Chemistry A Level and one from Maths, Physics and Biology. Check out: <https://university.which.co.uk/advice/a-level-choices>

4. You have not studied the subject before but you feel that it will be very interesting and suit your strengths.

**But** you could be taking a big risk – many sixth formers have misconceptions about new subjects. The most important thing that your teachers will be looking for as you make your choices is evidence: either that you are good enough at GCSE Level to take the subject at A Level; or that you are interested enough in a subject to take an A Level if you have not studied it at GCSE.

For example, in order to choose English Literature you would need evidence of at least a Level 5 at GCSE and you should enjoy reading poems, plays and novels. For Economics, which you will not have studied at GCSE, you should have a real interest in current affairs issues such as 'Is Brexit good for the British economy?', and be able to achieve English Language, English Literature and Mathematics at GCSE Level

### **Russell Group Universities**

Many of you will make your A Level choices not knowing what you want to study at university or what sort of job you want to do. Therefore choosing some of the facilitating subjects i.e. subjects that are commonly asked for as an entrance requirement (Biology, Chemistry, English, Geography, History, Maths, Physics and Modern and Classical Languages and also Art and Music for related degrees) will keep open more options when you do decide!

A small number of universities and courses have preferred and non-preferred lists of A Levels, such as Bath, LSE, Sheffield and UCL.

These ideas are developed further in a document called Informed Choices, produced by the Russell Group (a grouping of some of the most selective universities in the UK) in collaboration with the Institute of Career Guidance.

<https://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

And further information can be found at: <https://www.russellgroup.ac.uk/>

Also please refer to: <https://university.which.co.uk/advice>

## **CURRICULUM CHANGE**

Following the reform of A Levels in September 2017 and the return to linear qualifications, the expectation is that students study three subjects and we now ask students to choose three subjects only. In order to provide 'stretch and challenge' for our most able students (those with grade 9s in all their GCSEs), we will allow them to take four subjects but these must be completed in their entirety. All students will be allowed to complement their A Level / BTEC Pathway with the Extended Project Qualification.

## **EXTENDED PROJECT QUALIFICATION**

In the move from modular to linear A Levels, the Extended Project Qualification has increased in popularity allowing students to study a broader spectrum of subjects or to study beyond the A Level syllabus which, for some of our students, can be restrictive. The EPQ is not just for the most able students, it is for all students who wish to challenge themselves and have a particular interest in an area not delivered as part of any Level 3 qualification. The EPQ is awarded grade A\* to E. Students are not taught the content of their EPQ, it is an individual research-based project. Students are allocated a supervisor with whom they meet in order to track their progress. There are three parts to their final assessment which takes place in the Autumn Term of Year 13. Students write an extended essay but may present a piece of music or drama. As well as this, they will complete a log book together with a 10-minute presentation of their findings and the journey on which they have been.

# A LEVEL SUBJECTS AVAILABLE FOR 2019-21

ART & DESIGN (FINE ART)

BIOLOGY

BUSINESS

CHEMISTRY

COMPUTER SCIENCE

DANCE

DRAMA & THEATRE STUDIES

ECONOMICS

ENGLISH LANGUAGE & LITERATURE

ENGLISH LITERATURE

FILM STUDIES

FRENCH

GEOGRAPHY

HISTORY

MATHEMATICS & FURTHER MATHEMATICS

MODERN HEBREW

MUSIC

PHILOSOPHY

PHOTOGRAPHY

PHYSICAL EDUCATION

PHYSICS

POLITICS

PSYCHOLOGY

SOCIOLOGY

SPANISH

# PATHWAY B: BTECs

## Entry requirements

- It is recommended that students have a Grade 5 in six or more subjects including English Language and Mathematics (and Science for the Applied Science course).
- Each subject has their own entry requirement. Please see *Appendix 1*.

## BTEC National and Extended National Diploma and National Extended Certificate

These are equivalent to standard A Levels but use more varied assessment methods such as coursework and controlled assessments.

- BTEC Level 3 National Extended Certificate is equivalent to one A Level and is often taken alongside other BTEC or A Level subjects.
- BTEC National Diploma is equivalent to two A Levels and often taken with another BTEC or A Level subject.

## What could this qualification lead to?

These qualifications carry UCAS points and are recognised by higher education providers as contributing to meeting admission requirements to many relevant courses, if taken alongside other Level 3 qualifications as part of a programme of learning. Depending on the other qualifications students have taken, they can progress to a degree programme in line with the sector they have studied. Progression can be direct to an honours degree or to a Higher National, a Foundation Degree, or a Higher Apprenticeship. Learners should always check the entry requirements for degree programmes with specific higher education providers.

## How does the qualification provide transferable knowledge and skills for higher education?

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

- The ability to learn independently
- The ability to research actively and methodically
- To be able to give presentations and be active group members
- Reading varied texts
- Audio-visual literacy
- Effective writing
- Research and analytical skills
- Creative development
- Preparation for assessment methods used in degrees.

## At JFS we offer:

### BTEC Level 3 National Extended Certificate in Business

(Equivalent to one A Level)

The content of this qualification has been developed in consultation with schools to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the business sector. Learners taking this qualification will study mandatory units, which make up 100% of the learning programme covering the following content areas:

- Business environments
- Marketing and budgeting.

### **BTEC Level 3 National Diploma in Business**

(Equivalent to two A Levels)

The Diploma is designed to be the substantive part of a 16-19 study programme for learners who want a strong core of sector study. The proportion of mandatory content ensures that all learners are following a coherent programme of study and are acquiring the knowledge, understanding and skills that will be recognised and valued. The mandatory units are:

- Exploring Business
- Developing a Marketing Campaign
- Personal and Business Finance
- Managing an Event
- International Business
- Principles of Management

### **BTEC Level 3 National Extended Certificate: Creative Media**

(Equivalent to one A Level)

The content of the qualification relates directly to the skills and understanding needed for further study in creative digital media production and has been developed in consultation with higher education. Over three units of mandatory content, learners gain a broad understanding of the subject and learn the skills to produce media artefacts. They develop their ability to analyse and deconstruct media images and representations. They learn the communication and planning skills needed to work in teams through vocational media projects. An optional introductory unit in a particular media sector such as, publishing, games, film or radio, allows learners to create engaging digital media content and platforms.

### **WJEC Level 3 Diploma in Food Science and Nutrition**

(Equivalent to one A Level)

Food science and nutrition is relevant to many industries and job roles. This is an Applied General qualification meaning that it is designed, primarily, to support learners' progression to university. It offers exciting and interesting experiences that focus learning for 16-19 year olds through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food production industry. Learners complete three units – two mandatory and one optional.

**Mandatory Unit 1:** Enables the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts and through on-going practical sessions, gaining practical skills to produce quality food items to meet the needs of individuals.

**Mandatory Unit 2:** Allows learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production. Practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

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

### **AQA Level 3 Certificate: Applied Science**

(Equivalent to one A Level)

This qualification is aimed at students who wish to progress to higher education and/or pursue a career in the applied science sector, providing learners with a broad understanding of vocationally-related sciences to support progress to higher education. It is suitable for study alongside A Level sciences. Learners will develop their knowledge and understanding of scientific principles as well as the practical skills recognised by higher education institutions and employers to be most important. It offers the opportunity to develop transferable skills such as problem-solving, research and communication.

**Mandatory Unit 1:** Key concepts in science – written exam.

**Mandatory Unit 2:** Applied experimental techniques - portfolio.

**Mandatory Unit 3:** Science in the modern world – written exam with pre-release material.

## PATHWAY C: CACHE

### Entry requirements

- It is recommended that students have a Grade 5 in six or more subjects including English Language and Mathematics
- Each subject has their own entry requirement. Please see Appendix 1.

### NCFE CACHE Technical Level 3 Diploma in Childcare and Education

While this course will give you the knowledge, skills and experience to work in a childcare setting, the vast majority of our students progress onto higher education courses in a related field – see below. This course is the equivalent of three A Levels.

This course will give you the knowledge, skills and experience, to work in a childcare setting. The following units are covered:

- Work with young children
- Foundations to caring
- The developing child
- Health and community care
- Play, curriculum and early learning
- Work with babies in the first year of life
- Preparation for employment
- The provision of services and protection of children
- Anti-discriminatory practice
- Working with parents

**Note:** Currently this course will take up your whole timetable and is not studied with any other A Levels but it still gives you the equivalent of 3 A Levels.

### Progression for our students

Mostly higher education courses, often at Russell Group Universities in degrees such as; Sociology; Childhood Studies; Psychology; Speech Therapy; Media, Culture and Society; and Early Years and Primary Education.

**Entry requirements**

- It is recommended that students have a level 3/4 in English Language and Mathematics OR an average of level 4 across all subjects studied at GCSE.
- Each subject has their own entry requirement. Please see Appendix 1.
- This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways or apprenticeships either at JFS or elsewhere. It has a core of underpinning knowledge, skills and understanding and a range of options to reflect the breadth of pathways within a sector.

The BTEC Level 2 Technical Certificate in Business Enterprise qualification has the following units:

Unit 1: The Business Enterprise Environment

Unit 2: Researching a Concept for a New or Revised Product or Service

Unit 3: Promoting and Financing an Enterprise Idea

Unit 4: Planning and Pitching an Enterprise Idea

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth and to ensure that businesses survive in this fast changing world. Enterprising skills can help learners to be a real asset to an organisation, as well as giving them the basis on which to develop entrepreneurial skills for running their own enterprise in the future.

This qualification has been developed in consultation with employers in the business enterprise sector to provide learners with the transferable skills they will need to be successful in their future careers.

**ENGLISH AND MATHS GCSE**

All students who do not attain a level 4 in their GCSE English Language and Mathematics courses are required, by law, to continue to study these subjects. To improve overall prospects, we recommend that students, who do not attain a level 5 in either English language or in mathematics, resit the exam(s) and we will provide an opportunity for this.

# APPENDIX 1

Subject	JFS Sixth Form - minimum entry requirements
<b>Applied Science Level 3 Certificate (1 A level)</b>	Science = level 55 or 555 and Maths = level + English = level 5
<b>Art &amp; Design (Fine Art)</b>	Art = level 6
<b>Biology</b>	Combined science (double) = level 6/7 minimum; Separate science (triple) = level 7/6/6 minimum (7 in any subject). Students with level 6/6 or level 6/6/6 may be accepted in exceptional circumstances
<b>Business</b>	English (either) + Maths = level 6
<b>Business BTEC Diploma (2 A levels)</b>	English (either) + Maths = level 4
<b>Business BTEC Extended Certificate (1 A level)</b>	English (either) + Maths = level 4
<b>CACHE Childcare &amp; Education</b>	English Language and Maths = level 5 (+ Child Dev = level 6 desirable)
<b>Chemistry</b>	Combined science (double) = level 6/7 minimum; Separate science (triple) = level 7/6/6 minimum (7 in any subject). Students with level 6/6 or level 6/6/6 may be accepted in exceptional circumstances
<b>Computer Science</b>	Computing = 6 + Maths = level 6
<b>Dance</b>	English (both) = level 6 (+ Dance 6 desirable)
<b>Drama &amp; Theatre Studies</b>	English (both) = level 6 (+ Drama = level 6 if studied)
<b>Economics</b>	English (both) + Maths = level 6
<b>English Literature</b>	English (both) = level 6
<b>Film Studies</b>	English (both) = level 6
<b>Food Science WJEC (1 A level)</b>	English Language = level 4 and either Science = level 5 or Food Preparation and Nutrition = level 6
<b>French</b>	French = level 6 (in consultation with the MFL department)
<b>Geography</b>	Geography = level 6 + Science = level 6 (preferable)
<b>History</b>	History = level 6 + English (both) = level 6
<b>Maths</b>	Maths = level 7
<b>Maths - Further</b>	Maths = level 9
<b>Media BTEC (1 A level)</b>	English (either) + Maths = level 5
<b>Modern Hebrew</b>	Ivrit = level 6 (in consultation with the MFL department)
<b>Music</b>	Music = level 7 (grade 5 in an instrument desirable)
<b>Philosophy</b>	English (both) = level 6
<b>Photography</b>	English + Maths = level 4 (+ Art/Graphics/Resistant Materials = level 6 (desirable))
<b>Physical Education</b>	Science = level 6/6 (+ PE = level 6 desirable)
<b>Physics</b>	Combined science (double) = level 6/7 minimum; Separate science (triple) = level 7/6/6 minimum (level 7 in any subject). Students with level 6/6 or level 6/6/6 may be accepted in exceptional circumstances. You should be studying Maths or another Science
<b>Politics</b>	English (both) = level 6 (+ History = level 6, if studied)
<b>Psychology</b>	Science = level 6/6 + English (both) = level 6 (+ Maths = level 6 desirable)
<b>Sociology</b>	English (both) = level 6 + Maths = level 5 (+ History = level 6 desirable)
<b>Spanish</b>	Spanish = level 6 (in consultation with the MFL department)
<b>Business Level 2 Technical Certificate: Business Enterprise</b>	

# APPENDIX 2 (subject to change)

TYPE OF COURSE	GROUP A	GROUP B	GROUP C	GROUP D	
YEAR 12	Art & Design (Fine Art)	Biology	Applied Science L3 Certificate	Biology	
	A	Biology	Chemistry	Economics	
		Business BTEC (1 A level equivalent)	Economics	Business BTEC (2 A level equivalent - only with BTEC Business in A)	English Language & Literature
	L	Business BTEC (2 A level equivalent - only with BTEC Business in C)	English Literature	Dance	English Literature
	E	Chemistry	Film Studies	Economics	History
	V	Computer Science	Food Science BTEC	Mathematics	Further Mathematics
2019-20	E	Economics	Geography	Mathematics (for Further Maths)	Media Studies BTEC
	L	French	History	Philosophy	Physical Education
		Geography	Mathematics	Photography	Physics
		History	Modern Hebrew	Politics	Politics
		Mathematics	Music	Psychology	Psychology
		Psychology	Physics	Sociology	Sociology
		Sociology	Politics	Spanish	Theatre Studies
			Psychology		
		13	14	13	13

The subjects displayed and the groups they are in are provisional and subject to student numbers. They may be withdrawn at any point.

Year 12 Level 2 Technical Certificate in Business Enterprise

One year Level 2 Technical Certificate in Business Enterprise (including re-sits of GCSE Maths and English) is taught across all four groups

NCFE CACHE Technical Level 3 Diploma in Childcare and Education

CACHE (Childcare) Diploma course is taught across all four groups. Students in school three days / on placement two days per week

BTEC National Diploma in Business

BTEC National Diploma in Business (equivalent to 2 A levels)

# APPENDIX 3

## Sixth Form Subjects – Examination Boards (2019-21)

### AQA

[www.aqa.org.uk](http://www.aqa.org.uk)

Business  
Dance  
Drama & Theatre Studies  
Modern Hebrew  
Philosophy 7172  
Photography  
Physical Education  
Psychology 7182  
Sociology  
Level 3 Certificate in  
Applied Science

### CACHE

[www.cache.org.uk](http://www.cache.org.uk)

NCFE CACHE Technical Level  
3 Diploma in Childcare and  
Education

### EDEXCEL (PEARSON)

[www.edexcel.org.uk](http://www.edexcel.org.uk)

Art & Design (Fine Art)  
Chemistry  
Economics  
English Literature  
English Language & Literature  
French  
Further Mathematics  
Geography  
History  
Mathematics  
Music  
Physics  
Politics  
Spanish

BTEC Level 3 National Extended Certificate in Business  
BTEC Level 3 National Diploma in Business  
BTEC Level 3 National Extended Certificate: Creative Media  
BTEC Level 2 Technical Certificate in Business Enterprise

### OCR

[www.ocr.org.uk](http://www.ocr.org.uk)

Biology  
Computer Science

### WJEC EDUQAS

[www.eduqas.co.uk](http://www.eduqas.co.uk)

Film Studies

### WJEC

[www.wjec.co.uk](http://www.wjec.co.uk)

Level 3 Diploma in Food  
Science & Nutrition