Consistently one of the top totally non-selective schools

JFS Sixth Form

Pathway and Curriculum Guide 2020-21

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

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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 2020 will be required to study three A Level subjects (or the equivalent). Students wishing to study further mathematics may choose this as a fourth subject only. 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 11** of this booklet for the Application/Admission Process.
For a full list of subjects, specifications and details, please see from **page 15** of this booklet.

In addition to their chosen subjects, students will also be required to take an active part in the Jewish education element of the sixth form, the Morasha Programme, as well as in the enrichment courses on offer, which include Gift (volunteering) and NEXT (Jewish Community Ambassador Programme).

The Sixth Form also offers students an outstanding Student Leadership Programme, which includes the opportunity to be part of the Head Boy/Head Girl Team, a School Prefect, a Peer Mentor, Peer Educator or a Paired Reader, to name some of the roles available. It is hoped that these experiences will provide students with an opportunity to develop a set of skills that will prove useful in applying for university or apprenticeships and to help prepare them for future employment.

JEWISH EDUCATION

The Morasha Programme

Morasha is our exciting new Jewish education experience for all Sixth Form students.

Each element of the *Morasha Programme* is part of the inheritance that the student stands to receive. Some of these elements, such as the curriculum, are ancient in origin but still have a direct relevance to their lives. As well as looking at traditional texts and Jewish values, the programme will enable students to encounter today's Jewish organisations and leaders. The combination of all of this is their inheritance.

Within the Jewish community, there are plenty of opportunities for people to share their talents and skills. We have designed the *Morasha Programme* to allow our students to have more of a bespoke educational experience. They can now select different tracks within the course and this will have a consequence on the type of Jewish education they will receive. We hope that this will ultimately lead to students finding their long-term place in the Jewish community and continue to be active members long after their time here at JFS.

Overview

The programme is non-examined but the lessons are compulsory and attending 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 it).

Topics will include social media, Israel, life and death decisions, practical Jewish skills (and many more), where students have the opportunity to learn about the ways in which Jewish teachings and values are applied to modern life.

The entire programme is enhanced by top class speakers who come in to school to share their life experiences with the students. Some speakers represent some of the wonderful organisations within the Jewish community. In addition, we invite speakers from other faiths and cultures as we profoundly believe in the importance of learning about and respecting those with different backgrounds to ourselves.

Overall, we hope that this programme will give students a diverse Jewish experience that will make them proud to be part of the Jewish community.

Jewish Education Curriculum

The Jewish Education curriculum is designed to focus on relevant and useful issues whilst learning about the Jewish approach to these matters. Lessons seek to engage the student with contemporary topics and students are presented with a variety of modern day case studies. The course is an opportunity for students to grapple with their own approach to a wide range of issues. Examples include:

- Ethical use of social media
- Free speech parameters
- Relationships
- Financial transactions
- Trading hostages
- Military action
- Medical dilemmas
- The death penalty
- Female roles in Judaism
- What is Judaism?

The lessons are punctuated by speakers who are relevant to the topics being studied as well as seasonal activities that occur around the time of certain Jewish festivals as well as social action opportunities.

Speakers

Lessons are complemented by a diverse range of speakers from organisations across the world. Each speaker gives the students 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. Speakers have always been willing to give out contact details and this has been a great way for students to gain some valuable internship opportunities.

Poland Trip / Anglo Jewish Heritage Tour

In Year 12, we offer you the opportunity to take part in a very special visit to Poland. The visit is predominantly geared towards further developing students' Holocaust education but also enhances their Jewish identity. Participants will be able to identify the different stages of the Holocaust through visits to key sites as well as gaining an understanding of the Jewish presence in Europe prior to the tragic events that took place during the War. The students also experience a Shabbat in Krakow.

Those students who do not choose to go to Poland will experience a special programme in the UK which will look at, for example, family history research, Jewish migration to the UK, Jewish participation in the British armed forces, the East End experience and the enhancement of the students' Jewish identity. The programme will include a visit to Beth Shalom, the National Holocaust Centre and Museum in Nottinghamshire as well as a special evening celebration and BBQ.

Festivals

During the course of the year, we celebrate various Jewish festivals with special events. The events set out to give the student an experiential form of education in addition to what is learned in the classroom. In the past we have had keynote speakers as well as interactive carousel sessions where students. Most recently, we were able to run sessions making hamentashen on Purim and matzah around Pesach as well as helping to pack food parcels for people in need.

Special Events

Occasionally, we run special panel events that involve experts from a certain field that relate to the topics being studied in the classroom. Past events have included a panel discussion on International Women's Day as well as a debate on religion with students on the panel.

Volunteering Fair

Part of the Morasha experience is about giving back to the community, something that we hope students will continue to do long after leaving JFS. To that end, we hold a volunteering fair where many worthy charities and organisations pitch for their time.

Enrichment

In the Sixth Form, students must select at least one enrichment option. This is known as their 'REC' option. The Jewish studies department offers four options alongside the choices from other departments. Traditionally, these options involve a lot of trips and visits and are largely oversubscribed.

- ***The Iyun ('depth') Track***

  This programme is for students who are keen to take their Jewish studies one step further. They are given a separate (and additional) provision, including 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, this programme provides students with a

young mentor figure who can also guide students through the next few years of their lives. We invite representatives from yeshivot and seminaries to meet with the students and guide them through the application process and preparation for studying at these institutions should this interest them.

- ***The NXT Track***

  The NEXT programme takes students to visit successful Jewish business professionals 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 better choices for their university courses as well as mapping out a path towards professional success.

- ***The GIFT Track***

  The GIFT volunteering REC programme inspires students to give by combining inspiration, training and volunteering. This enables students to go out into the world and make a difference. Through a series of sessions students will meet people from the not for profit world and learn from some incredible people. The students will also get the opportunity to put the knowledge into practise when visiting the charities and engaging with those in need.

- ***The Jewish Living Track***

  Accompanied by the newest members of the 6th Form team (Rabbi Bentsi and Michal Mann), participants will learn all about life within context of being Jewish. The programme will include a multitude of topics ranging from learning how to cook a Shabbat meal to engaging in debates about Israel. Students selecting this option can even hope to learn a bit about budgeting and shopping whilst at University from a range of ex-JFS students.

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, Prefects, Student Officer Team Leaders, Paired Readers, Ambassadors and Society Chairpersons.

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

HIGHER EDUCATION, APPRENTICESHIPS, CAREERS GUIDANCE

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 Futures Week 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 and Post-18 Coordinator) 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.

APPRENTICESHIP PROGRAMME

JFS Sixth Form is fully committed to making our students aware of the range of apprenticeships available, supporting them to decide on appropriate apprenticeships and then to manage the difficult process of applying for apprenticeships. Even though the majority of our students apply to full-time university, the Sixth Form Team is aware that apprenticeships are an excellent option, equal to full-time higher education opportunities and not an inferior option.
Both Andy Gardner, our Sixth Form Careers Advisor and Sara Levick, our Post-18 Coordinator, are qualified Careers Advisers, and students can speak to them about apprenticeships throughout their time in the Sixth Form.
Activities for students considering apprenticeships include:

- Visit to 'Skills London'
- Visit to 'What Career Live'
- Talks from alumni undertaking apprenticeships
- Meeting apprenticeship providers during Futures Week
- Mock Assessment Centre (tests, video interview, case study)

We are currently revising our apprenticeship offer and are considering new developments such as:

- Parent Apprenticeship Information Evening (as well as our apprenticeships breakout group during the Sixth Form Parents' Information Evening)
- Lunch and learn apprenticeship tutorial sessions.

ADMISSION TO THE SIXTH FORM AT JFS

- The deadline for admissions is **Friday 24 January 2020**.
- Students starting in Year 12 in September 2020 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.

PATHWAY A	PATHWAY B	PATHWAY C	3-YEAR PATHWAY
A Level Subjects Over 24 subjects	***BTEC Programme** Business, Media, Applied Science & Food Science	**CACHE Childcare Course**	**Level 2** **Technical Certificate: Business Enterprise** (One year course equivalent to GCSE) Then going on to Pathway A, B or C

*** This can be a combination of BTEC and A Level subjects (including Applied Science).**

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? Does it require a certain pathway or certain A Levels?

2. Will you achieve the entry requirements for the course to which you have applied?

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 this subject?

PATHWAY A: A LEVELS

Entry requirements

- Students must meet the specific entry requirements of the subjects they wish to study. 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 2022. 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?

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 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 6 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 6.

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***

EXTENDED PROJECT QUALIFICATION

The Extended Project Qualification (EPQ) is a Level 3 Project Qualification, making it equal to half an A Level. It is graded A* to E meaning that there are 80 UCAS points available for completing the course. This is a voluntary, additional subject that is offered to all sixth form students and is delivered through taught, supervised sessions once a fortnight in one of their free lessons. As this is an independent research project, students will select their area of interest and research and complete the project over the course of nine to 10 months. We estimate it takes approximately 90 hours of independent work to achieve a top grade. There are three elements to complete before the project is submitted:

1. A production log - which documents the student's research journey,
2. Choice of either a 5000-word report OR artefact/production with a 1000-word report,
3. A live presentation.

A LEVEL SUBJECTS AVAILABLE FOR 2020-21

ART & DESIGN (FINE ART)

BIOLOGY

BUSINESS

CHEMISTRY

COMPUTER SCIENCE

DANCE

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

THEATRE STUDIES (DRAMA)

Art and Design (Fine Art)

The Art and Design (Fine Art) A Level is aimed at developing the learner's ability to develop ideas using techniques and materials with skill and creativity. They are expected to think visually and select research that will help them to realise their intentions. Learners will be guided through this process. We look at how artists make an exciting and coherent response to the world around them and how knowledge of their work can inform and challenge our ideas. We will study how artists look beneath the surface of our daily experiences and reveal and create new meanings through their work.

Learners will select a theme for their coursework. This will be negotiated with their teacher and will be the starting point for their research. Learners will be encouraged to explore and respond to a wide range of approaches to making art. They will start to select and develop those skills that will enable them to realise their ideas. They will refine and extend these techniques as their work progresses. An important part of this process is the research into artists' work. The A Level gives learners the opportunity to enrich their knowledge of art and artists, developing skills in analysis and language which will enable them to explore their ideas in depth.

The Art and Design (Fine Art) A Level allows the learner to demonstrate their ability to realise and create ideas. These are valued assets in the workplace. The ability to work with independence, develop and communicate personal responses, evaluate ideas and express opinions are all important skills that will be learned through a study of art and design. Students that study this subject follow a wide range of career paths, e.g. artist, designer, architect, art historian, film and media studies, computer design, fashion, textiles, theatre design, interior design, graphics, illustration and photography. Students also study this subject because they enjoy it and it is valued as an A Level by universities when applying to a wide range of courses.

Biology

Why take biology?

Biology is one of the fastest expanding areas of science. There has been a large increase in jobs for both biotechnology and ecology; both are regularly areas of great public interest/concern.

An A Level in biology is an excellent preparation, and is nearly always needed for a degree in the various biological sciences. It is a very useful A Level to have, to help gain entrance onto most medical related courses. The skills that you develop during the course will be useful for many career paths.

The phenomenally wide range of careers and university courses entered by students who have studied biology A Level at JFS in recent years is ample testimony to the broad application and relevance of the subject. From medicine, dentistry and speech therapy, to psychology, law, teaching and advertising. These are just some of the next steps taken by former JFS A Level biologists.

Content overview

The content is divided into six teaching modules and each module is further divided into key topics.

The course will be taught by two specialist teachers, who will be teaching two different parts of the course at the same time.

- Module 1 – Development of practical skills in biology – Carried out throughout the two years of the course
- Module 2 – Foundations in biology – Taught during Year 12
- Module 3 – Exchange and transport – Taught during Year 12
- Module 4 – Biodiversity, evolution and disease – Taught during Year 12
- Module 5 – Communication, homeostasis and energy – Taught mainly during Year 13 (some at the beginning of Year 12.
- Module 6 – Genetics, evolution and ecosystems – Taught during Year 13

Assessment overview

Paper 1
Biological processes (01) 100 marks
2 hour 15 minutes written paper
This assesses content from modules 1, 2, 3 and 5.
37% of total mark

Paper 2
Biological diversity (02) 100 marks
2 hour 15 minutes written paper
This assesses content from modules 1, 2, 4 and 6.
37% of total mark

Paper 3
Unified biology (03) 70 marks
1 hour 30 minutes written paper
This assesses content from all modules 1 – 6.
26% of total mark

Practical endorsement in biology (04)
(Non-examination assessment)
This does not make up part of the final A Level grade.
You will be awarded a separate pass/fail Practical Endorsement. The Practical Endorsement is based on your ability to show proficiency in practical work during the two year course. The practicals that will be assessed include 12 exam board recommended core practicals.

Will I find biology interesting?
In biology you learn about how your body works and how it interacts with other organisms and the environment. If you find learning about yourself interesting then you will find biology interesting.

How much mathematics is there in the course?
You will be required to analyse and work out scientific problems. You don't need to be a mathematics whiz to cope with A Level biology, but being numerate and confident with numbers would be very useful! Statistics in particular is something that you will need to be able to handle. You should have a GCSE of at least grade 6 in maths.

Is there a lot of practical work?
Biology is a practical subject, as well as a theoretical one, so practical work is an important aspect of the course. As well as the separate practical endorsement, the exam papers will ask questions about practical work / experimental problems.

Is biology about learning long scientific names that nobody uses anymore?
No there is much less of that than there used to be. It is now more to do with thinking, analysing and problem-solving.

Business

A Level business is a course focused on contextual study of how businesses operate in the wider context of the business environment. It is an essay-based subject, utilising the key skills of text comprehension and essay writing to formulate arguments to answer varying styles of questions, incorporating numeric data analysis to support arguments.

Students of this course will study business in a variety of contexts (e.g. large/small, UK focused/global, service/manufacturing) and will consider:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- the influences on functional decisions and plans including ethical and environmental issues
- the factors that might determine whether a decision is successful, e.g. the quality of data and the degree of uncertainty
- how technology is changing the way decisions are made and how businesses operate and compete
- the impact on stakeholders of functional decisions and their response to such decisions
- use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

The topics lend themselves to studying and engaging with the business world. The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations. By examining and thinking critically about real business situations as they study the subject, students will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

Assessment

There are three terminal examinations at the conclusion of the second year of A-Level. Each examination contains content from across both Year 1 and Year 2 topics, and are considered “synoptic” in nature.

Paper 1: Mix of multiple choice questions, short answer and two x 25-mark essays, focused on the student’s business knowledge.

Paper 2: Mix of short answer and discursive essay questions relating to three case studies, requiring a contextual response.

Paper 3: Six discursive essays, with five relating to a detailed business case study. The final question relates to the student’s business knowledge.

Chemistry

Course Content
The subject is informally split into three areas: Organic, Inorganic and Physical Chemistry. These are interwoven so that a variety of topics are taught throughout. There is an emphasis on practical work which is carried out on an individual basis wherever possible. Students will be given regular homework tasks which will involve research and sample examination questions amongst other written tasks. The theory of the course will complement the practical work and will seek to explain modern chemistry in contexts such as climate change, green chemistry, pharmaceuticals and chemical research.

Assessment
The A Level final exam grade will be based on three written papers:
Paper 1: (Advanced Inorganic and Physical Chemistry) 30%
Paper 2: (Advanced Organic and Physical Chemistry) 30%
Paper 3: (General and Practical Principles in Chemistry) 40%

In addition to the final exam, you will be awarded a separate pass/fail Practical Endorsement. The Practical Endorsement is based on your ability to show proficiency in practical work during the two year course. The practicals that will be assessed include 16 exam board recommended core practicals.

What do I need to know or be able to do before taking this course?
You should be willing to work hard and to think independently, as the conceptual demand of the subject is very high. You should be confident with chemical equations and simple numerical chemistry such as reacting masses, as well as be able to use standard laboratory equipment safely and competently.

What could I do with a qualification in this subject?
An A Level in chemistry is an excellent preparation for a degree in the Physical or Biological Sciences, as well as a requirement for entrance into most medical related courses. The skills you would develop during the course would be useful for many career paths.
The three most commonly asked questions about this course are:

Do I need to do chemistry A Level in order to apply for medical school?
Yes.

How much mathematics is there in the course?
Chemistry is a numerical subject; however the mathematical demand does not require you to study mathematics A Level in addition, although it may assist you.

Is there a lot of practical work?
Chemistry is a practical subject, as well as a theoretical one, so practical work is a very important aspect of the course.

Computer Science

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

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- The capacity to think creatively, innovatively, analytically, logically and critically
- The capacity to see relationships between different aspects of computer science
- Mathematical skills.

Students studying A Level Computer Science will value computational thinking, helping them to develop the skills needed to solve problems, design systems and understand the power and limits of human and machine intelligence. Students will develop an ability to analyse, critically evaluate and make decisions. The project approach is a vital component of 'post-school' life and is of particular relevance to Further Education, Higher Education and the workplace. Each student is able to tailor their project to fit their individual needs, choices and aspirations within a rigorous assessment structure that ensures the integrity of the project.

Content Overview

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

Students will choose a computing problem to work through according to the guidance in the specification which will involve:

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

Assessment Overview

Paper 1: Computer systems (40% of total mark)
Two hours and 30 minutes
Written paper (no calculators allowed)

Paper 2: Algorithms and programming (40% of total mark)
Two hours and 30 minutes
Written paper (no calculators allowed)

Paper 3: Programming project (20% of total mark)
Non-exam assessment

Dance

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

This specification reflects both historical and current dance practices, making it more relevant, and inspires a lifelong passion and appreciation for dance. Students will perform a solo in the style of a studied practitioner, perform as part of a quartet and create a piece of group choreography as well as sitting a written paper in the final year.

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

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

Component 1: Performance and choreography

What's assessed?

- Solo performance linked to a specified practitioner within an area of study
- Performance in a quartet
- Group choreography

How it's assessed?

- Practical exam
- 80 marks
- 50% of A Level

Component 2: Critical engagement

What's assessed?

- One compulsory set work within the compulsory area of study
- One optional set work within the corresponding area of study, from a choice of four.

How it's assessed?

- Written exam: 2 hours 30 minutes
- 100 marks
- 50% of A Level

Economics

The study of Economics at A Level begins in Year 12 by developing an understanding of the fundamentals of micro-economics, looking at the individual behaviour of consumers and producers within specific markets. Students will simultaneously learn the basics of macro-economic study in order to understand the workings of the UK economy as a whole. The processes of consumption, production, taxation, trade, inflation, unemployment and European integration are studied in detail. In the summer term of year 12 and moving into Year 13, students will further their study of micro-economics, looking at business economics and the labour market, whilst in macro-economics, students will widen their perspective through applying the concepts they have learned to a global context. Students are expected to read a quality newspaper every day.

The two-year A Level course consists of four themes assessed by three examinations which are a mixture of data response, short-answer and essay questions.

Students are required to use quantitative and qualitative skills to make sense of information with which they are provided. They will develop their skill of analysing information and also learn the skill of evaluating this information, seeing it from contrasting perspectives and developing their own views. As such, it is a subject that provides a gateway to the widest possible number of career options or degree choices. It also lends itself nicely to combination degrees such as economics with politics or economics with law.

English Language & Literature

The English Language and Literature course is one of the broadest in the country, giving students the chance to study writing in English from its origins in Anglo-Saxon England to the literature of the twentieth and early twenty-first centuries. As well as British literature, students can study works written in English from other parts of the world. The course also allows a considerable degree of choice about the topics on which students would like to concentrate. Studying literature and language involves the development of sophisticated reading skills as well as the ability to place literary texts in their wider intellectual and historical contexts. It also requires students to consider the critical processes by which they analyse and judge, to learn about literary form and technique, and to study the development of the English language.

AQA has worked closely with teachers and universities to develop accessible and stimulating courses in which students engage creatively and independently with a variety of spoken, written and multi-modal texts. Designed with a focus on the integration of language and literature, the specification enables students to see how linguistic and literary methods are related and to explore these links in their work. Offering clear skills progression from GCSE, the course allows students to build on the skills and knowledge already gained and to prepare for their next steps. The variety of assessment styles used, such as re-creative writing, commentary writing, discursive essays and research-based investigative writing, allows students to develop a wide range of skills. These include the ability to read critically, analyse, evaluate and undertake independent research, which are invaluable for both further study and future employment.

English Literature

English Literature A Level is a popular choice, and we have spent time carefully developing our course to provide the most exciting and challenging opportunities for our students. We have chosen a two-year linear A Level course, which focuses on three key components: drama, prose and poetry, in addition to a 20% coursework element. This means that there is one examination for each of the three components at the end of Year 13. The subject is highly valued by universities because of its emphasis on independent research, sophisticated writing and close analysis.

The course allows students to build on the understanding and appreciation of literary texts gained at GCSE Level. They have the opportunity to respond to texts of different periods and genres and consequently to explore the connections between texts. There will be a focus on comparing two novels by theme, exploring how they have been shaped by historical and political contexts, as well as studying drama through exploration of genre. Students will also have the opportunity to look at a range of contemporary, post-2000 poetry. One of the key elements that differentiates A Level English Literature from GCSE work is that, whilst some texts are studied in detail in class, students are expected to explore others independently. Additionally, students will also be introduced to a range of critical opinions and are encouraged to develop their own critical interpretations of texts. Students are given opportunities to share their views with fellow students and are given guidance on how to produce structured and detailed written work.

Film Studies

Film Studies A Level involves studying 12 different films. These are separated into categories which are: American, British, Independent, Global, Documentary, Experimental and Silent Film. These are analysed via a number of different study frameworks, including: film form, meaning and response, context, spectatorship, narrative, ideology, authorship, critical debates and theoretical debates. Students work with their peers to debate and pull apart the set film texts and to develop a sophisticated contextual understanding of the world

at the time these films were made. Film Studies requires that students develop an inquisitive mind and consider the deeper social, political and economic contexts of those films. The course introduces students to a wide range of film-making processes so that they develop, through discussion, analysis and debate, a wide range of technical skills for both constructing and deconstructing film. This will give students the ability to develop their own creative skills as they explore these film-making techniques from different times and places. The coursework element allows students to experiment with a variety of film-making technology and film-editing software to develop their creative skills. The course provides a good footing from which to go onto further studies in media, film and cultural studies as well as preparing students to undertake more practical courses.

French

French A Level students will be studying four themes about the culture and society of France and French-speaking countries.

These are as follows:

- Changes in French society
- Political and artistic culture in French-speaking countries
- Immigration and French multicultural society
- The Occupation and the Resistance.

As well as these themes, students will study works of film and literature, for which they will develop a detailed understanding and will learn to critically analyse, taking in to account film and literature techniques and the social context of the work, whilst developing their ability to manipulate language correctly in order to present their viewpoints and persuade the reader.

Students will further their knowledge and understanding of these areas through thorough teaching, reading and listening to authentic resources and working on their knowledge of grammar. Students will also develop their independent study and research skills to advance their knowledge, understanding and ability.

Languages are a key part of cognitive function and are highly desirable subjects in the worlds of higher education and work. The ability to communicate with other countries in their own languages gives students a huge advantage. In the workplace, languages help to make companies better known on the global market and will make students more employable.

Geography

The A Level geography curriculum at JFS is an academic discipline that has a rich understanding of a wide range of geography processes and knowledge of places. The course will inspire students to be engaged in topical world issues, to understand the world around them and develop their critical thinking about world issues and places. Students will grow as independent thinkers and as informed and engaged citizens who understand the role and importance of geography as one of the key disciplines relevant to understanding the world's changing peoples, places and environment. The Edexcel specification takes an issues-based approach enabling students to explore and evaluate contemporary geographical questions such as the consequences of globalisation, regeneration, migration & sovereignty, responses to hazards, energy security, super power geographies, water insecurity and climate change. Geography practices a wide range of skills which is great for employability and application to higher education. Students develop skills in essay writing, data handling, research, referenced literature reviews, field work, group work, map, IT and GIS work and develop well-evidenced arguments.

There are three examinations at the end of your course in year 13:

- Physical and environmental geography
- Human geography
- A synoptic paper

Coursework is completed in year 12 on an area and topic of the student's choosing related to the specification. Geography A Level is an exciting, engaging, academic and wide ranging subject that is widely enjoyed by our geographers in sixth form.

History

The Sixth Form history programme of study at JFS inspires students to have a curiosity and fascination in the world and its people, societies and past events, which will inform their understanding of the world. Students will develop knowledge of a diverse range of places, people and events from the past and a deep understanding of the history of the British Empire: How Britain gained and lost an empire between 1763 and 1914; as well as understanding the history of other countries such as Germany and Italy. Students will explore the history of twentieth century and how the Italian and German democracies turned into dictatorships and how democracy was re-established in these countries after World War Two. Students will complete their coursework unit on the Causes of World War One, investigating whether German militarism was the main cause of the war.

Throughout their studies, students will develop their history skills such as causal reasoning, evaluating historical significance, assessing change and continuity over time, understanding interpretations, source analysis and developing a written argument.

Mathematics & Further Mathematics

Course Content:

A level Mathematics: On this course there are three main areas of study; pure mathematics, statistics and mechanics.

- Pure Mathematics: Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods; vectors.
- Statistics: Statistical sampling; data presentation and interpretation; probability; Statistical distributions; statistical hypothesis testing.
- Mechanics: Quantities and units in mechanics; kinematics; dynamics (forces and Newton Laws); moments.

A level Further Mathematics: There are three additional areas of study when completing the further maths course along with the A level Mathematics, which all students are required to study. The compulsory element is core pure mathematics, followed by two units of applied mathematics which include Further Statistics and Further Mechanics.

- Core Pure mathematics: Further proof; complex numbers; matrices; further algebra and functions; further calculus; polar coordinates; further vectors; hyperbolic functions; differential equations.
- Further Statistics Discrete probability distribution; Poisson and binomial distribution; geometric and negative binomial distributions; hypothesis testing; central limit theorem; chi squared tests; probability generating functions.
- Further Mechanics: Momentum and impulse; work energy and power; elastic springs and strings; elastic collisions.

What will the expectation be for studying A level Mathematics or Further Mathematics?

On the course, maths lessons are used to introduce new concepts and ideas. Students will practice these new skills and consolidate understanding with significant amounts of homework tasks. As a result students can expect to spend an average two hours per hour of lesson time with independent study which is inclusive of homework set. In total we would expect students to be spending between eight and 12 hours on the Mathematics work per week in addition to lesson time.

Practice is fundamental in recognising the finer differences between questions, building on knowledge and deepens understanding. Students will find that making this time commitment to their study of mathematics is essential in achieving exceptional grades.

What do I need to know, or be able to do, to study this course?

A secure understanding of all aspects of the Higher Level GCSE is necessary. In particular, confident understanding and handling of trigonometry, indices and algebraic topics such as quadratic expressions/ equations, simultaneous equations and algebraic fraction manipulation are essential. These skills form the foundation to understanding many A Level mathematics topics. If you don't like algebra, then A Level Mathematics is not for you!

How will I be assessed on this course?

External assessment is by written examination at the end of the two-year course.

A Level Mathematics (9MA0)

There will be three separate 2 hour papers.

Paper 1	2 hours	Pure	33%	100 marks
Paper 2	2 hours	Pure	33%	100 marks
Paper 3	2 hours	Statistics and Mechanics	33%	100 marks

Paper 3 has two sections. Section A and B will test Statistics and Mechanics respectively.

A level Further Mathematics (9FM0)

There will be four separate 1 ½ hour papers.

Paper 1	1 ½ hours	Core Pure Mathematics 1	25%	75 marks
Paper 2	1 ½ hours	Core Pure Mathematics 2	25%	75 marks
Paper 3	1 ½ hours	Further maths option 1 – Further Mechanics 1	25%	75 marks
Paper 4	1 ½ hours	Further maths option 2- Further Statistics 1	25%	75 marks

What could I do with a qualification in this subject?

A Level mathematics has always been a popular and enjoyable option at JFS. Its benefits are also numerous, students go into Higher Education to study a variety of mathematics related courses such as engineering, computer science, dentistry and business. A Level mathematics is also a welcome qualification for entry to medicine, law and economics and politics.

On this course you will develop many higher order thinking skills. These include critical and analytical thinking as well as being able to approach problems laterally. More often than not, this subject is desirable across many industries as there is a requirement for students to look at difficult problems that require solutions in the most efficient manner.

Modern Hebrew

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

Subject content

1. Social issues and trends
2. Political and artistic culture
3. Grammar
4. Works: literary texts and films

Assessments

Paper 1 – Reading and Writing

What's assessed?

- Aspects of Modern Hebrew-speaking society past and present: past and current trends
- Aspects of Modern Hebrew-speaking society past and present: past and current issues
- Artistic culture in the Modern Hebrew-speaking world past and present
- Aspects of political life in the Modern Hebrew-speaking world past and present
- Grammar

How its assessed?

- Written exam: 2 hours 30 minutes
- 85 marks
- 42.5% of A-level

Paper 2 - Reading and Writing

What's assessed?

- One text and one film or two texts from the list set in the specification Grammar

How its assessed?

- Written exam: 2 hours
- 80 marks in total
- 20% of A-level

Questions

- Either one question in Modern Hebrew on a set text from a choice of two questions and one question in Modern Hebrew on a set film from a choice of two questions or two questions in Modern Hebrew on set texts from a choice of two questions on each text.
- Students are advised to write approximately 300 words per essay.

Paper 3 – Listening, Reading and Writing

What's assessed?

- Aspects of Modern Hebrew-speaking society past and present: past and current trends
- Aspects of Modern Hebrew-speaking society past and present: past and current issues
- Artistic culture in the Modern Hebrew-speaking world past and present
- Aspects of political life in the Modern Hebrew-speaking world past and present
- Grammar

How it's assessed?

- Written exam: 2 hours 30 minutes
- 75 marks
- 37.5% of A-level

Questions

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and

questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

- All questions are in Modern Hebrew, to be answered with non-verbal responses or in Modern Hebrew (35 marks).
- Translation into Modern Hebrew: a passage of minimum 100 words (10 marks).
- Multi-skill task: listening, reading and responding in writing to an unseen target language question on a listening passage and a written source based on one of the themes. The written response will require reference to the information in both the listening and written source. The response will require analysis, evaluation, personal reaction and drawing a conclusion (30 marks).Students are advised to write approximately 200 words for the multi-skill task essay.

Music

The A Level Music syllabus provides a range of opportunities for students to enhance and deepen their appreciation of music through composing, listening and performing. The curriculum is a creative and vigorous subject in which students are expected to write perceptively about music through comparative writing. In addition, students are expected to apply their knowledge and understanding of specialist musical vocabulary in relation to composition techniques and devices as well as to refine their respective techniques as performers in relation to their instruments.

The overall aim of this qualification is to prepare students to acquire transferable skills such as self-management, creative thinking, critical listening and appraisal, team work, communication and self-discipline as composers and performers. This subject will stretch students' creative learning capacity as well as providing a way of increasing the students' confidence as performers.

Content Overview

Students will be trained to develop a deeper understanding of melody, harmony, tonality, texture, form and structure, sonority, dynamics, tempo, metre and rhythm through the critical analysis of three set works and related repertoire based on the following six areas of study:

- Vocal music
- Instrumental music
- Music for film
- Popular music and jazz
- Fusions
- New directions

Assessment Overview

Listening and Appraising

The Music A Level qualification is 100% externally assessed and consists of one written paper based on the six areas of study. The examination is a two-hour written assessment which covers 40% of the total marks.

Performing Skills

This can be a solo and/or an ensemble performance which covers 30% of the total marks.

Composing Skills

Two compositions are required for submission. One is a free composition and the other is set to a brief. This component covers 30% of the total marks.

Philosophy

Philosophy A Level is on the march! The number of philosophy A Level students is growing. Undergraduate numbers have increased exponentially and employability is at record heights. At JFS we prepare students for the AQA A Level. It is a course that promotes students' ability to identify, analyse and appraise classical philosophical arguments whilst welcoming students' original thoughts. The course looks at four areas of thought:

- Epistemology
- Moral Philosophy
- Philosophy of Religion
- Philosophy of Mind.

It is particularly attractive for a faith school as there is no exam bias towards any specific viewpoint and easily accommodates Jewish perspectives.

Assessment
The examination is taken at the end of Year 13 and consists of two three-hour papers which examine knowledge and understanding of the core concepts and methods of philosophy through the use of philosophical analysis and the ability to form reasoned judgements.

Photography

This course teaches the Art of Photography and develops the students' artistic, academic and intellectual capabilities. Students will learn the creative use of film SLR and digital camera equipment. Traditional black and white film processing, darkroom print making and image manipulation will be central to the course. Colour photography will be explored through digital media and Photoshop. Studio photography will be taught in the second year.

Emphasis will be placed on encouraging students to work independently, experimentally and to create personal responses to the creative project themes. Appreciation of the art form will be enhanced through research studies of historical and contemporary photographers. In addition to the organised trips, students are required to attend galleries and organise location shoots. Work will be developed and completed in journals/photographic portfolios.

The subject is assessed through the coursework students produce.

- The first component is a personal investigation (60% of the mark). Candidates are required to develop a body of work based on an idea, issue, concept or theme supported by a 3000-word written document.
- The second component is a set assignment (40% of the mark).

There is no final written exam.

Physical Education

This qualification is linear. Students will sit all their exams and submit all their non-examination assessment at the end of the course.

Over the two years, students will study the following topic areas which will be assessed in two written papers worth 70% of the A Level:

1. Applied anatomy and physiology
2. Skill acquisition
3. Sport and society
4. Exercise physiology
5. Biomechanical movement
6. Sport psychology
7. Sport and society and the role of technology in physical activity and sport

As well as the two papers, students will undertake a non-examination assessment (NEA). This includes a practical performance in physical activity and sport as a performer or coach in the full-sided version of one activity. The NEA also includes a written analysis of performance.

Physics

Course Content – Year 12:

- ***Mechanics*** - forces, motion, and energy, including projectile (non-linear) motion in two dimensions.
- ***Current electricity*** - voltage, resistance and current including concepts of resistivity and electromotive force.
- ***Materials*** - properties of solids and liquids under different loading conditions.
- ***Waves and nature of light*** - properties and effects of waves, including combining waves (interference) and an introduction to the quantum nature of light.
- ***Further mechanics*** – motion in a circle and conservation of momentum in two dimensions.

Course Content - Year 13:

- ***Electric and magnetic fields*** – uniform and radial fields, capacitors, forces on charged particles in a magnetic field, motors, generators and transformers (electromagnetic induction).
- ***Nuclear and particle physics*** – elementary particles and the standard model, interactions between particles and experimental approaches (particle colliders).
- ***Thermodynamics*** – difference between heat and temperature, statistical models of thermodynamic systems, ideal gas laws.
- ***Space*** – structure of the universe and use of standard candles to determine distances, stellar evolution, cosmology and dark matter.
- ***Nuclear radiation*** – binding energy, mass deficit, nuclear stability curve, fission, fusion, radioactive decay and half-life.
- ***Gravitational fields*** – Newtonian gravity, gravitational potential, circular motion and Kepler's laws.
- ***Oscillations*** - simple harmonic motion and examples of where it is found, resonance and forced vibrations, damping and energy transfers

What do I need to know or be able to do this course?

While there is not a large amount of material to memorise in physics, this course covers concepts and theories which you will need to be able to understand fully and apply to different contexts when tackling

questions. Apart from competency in mathematics, strong analytical and problem solving skills are required, as well as the ability to see how concepts fit together.

How will I be assessed on this course?

A level physics is assessed through three external written examinations, which cover the theory covered in the course as well as practical skills and synoptic questions which cover a range of topics and skills combined. A practical grade pass is also awarded if the skills covered in the core practicals have been completed to a sufficient standard.

What could I do with a qualification in this subject?

Physics is one of the university entrance requirements or preferred subjects, not only for physics degrees, but also for other courses such as computing, engineering, medicine, dentistry, optics, electronics and so on. There is a shortage of qualified Physicists, and they are in demand in areas of medicine, telecommunications, aeronautics, architecture, transport and many other industries. Many physics graduates go on to work in areas of research and design and many go on to work in the financial sector as the development of your analytical and problem-solving skills is highly regarded even for non-scientific careers.

Will I be at a disadvantage if I haven't done triple science?

No, the starting point for all of the material covered is double science. Triple science students will be a bit more familiar with small parts of the course, but don't have any significant advantage over combined science students.

Do I have to take another science at A Level to do physics?

There is an advantage to doing more than one science at A Level, as the subjects are inter-related. Students who do one or more other sciences generally get better grades than students who have only chosen physics, and this is why students normally choose another science besides physics.

Do I have to be good at maths to do physics?

You should be comfortable with using equations, and as there is a significant amount of maths involved in the course we ask that all physics students at JFS also take maths at A Level. However, we have occasionally made exceptions as the most important thing is that you should be good at physics (and enjoy it) to do course.

Politics

In politics we aim to engage students with the world around them and equip them to participate in political discourse.

Our lessons cover a range of topics from UK politics, including how parliament works, what motivates people to vote, political parties, the role of the prime minister and human rights. We study the political system of the United States of America and compare it to our own. The third aspect of the course consists of the study of political ideology where we explore the philosophical basis of politics including liberalism, conservatism, socialism and anarchism.

In our lessons we focus on student-led learning, debate, critical thinking and we emphasise engaging with current events. Students do not need to know anything about politics before starting the course but we do hope they have an interest in current affairs!

The Edexcel Politics A Level is 100% exam-based, with three exams at the end of the two year course, each of which is two hours long. The exam questions are mainly essays with some short answer comparative questions in the final exam.

We hope that by inculcating an interest in the subject and by developing the skills aforementioned, students will be well-equipped for a career in the public sector, policy formation, law, academia and perhaps they may even seek public office themselves.

Psychology

The study of Psychology at A Level begins in year 12 by developing an understanding of the different approaches used to explain behaviour, from the philosophical roots of psychology to the scientific basis of cognitive neuroscience. Underpinning the evaluation of these different approaches are the concepts of validity and reliability, which are explored and applied throughout the two-year course. The role of groups of people in influencing behaviour as well as how a minority can bring about social change is also studied during the first term of year 12. In the spring term of year 12, students develop an appreciation for research methods, the building block of psychology as a science and, simultaneously, learn about the role of attachment in human development. In the summer term, students explore how memory works and how this has impacted our understanding of eyewitness testimony as well as studying explanations and treatments for depression, OCD and phobias.

Year 13 begins with a detailed look at aggression as a behaviour as well as the issues and debates, such as the role of nature and nurture, in explaining behaviour. Biopsychology, which focuses on the role of the brain in behaviour including on our biological rhythms, is studied followed by explanations and treatments for schizophrenia. Lastly, we explore how we learn to think and reason through the topic 'Cognition and Development'. Students are encouraged to read around these topics and relevant, up-to-date research is shared with classes.

The two-year course consists of a varied range of topics, all of which are evaluated in terms of their validity and reliability. The topics are assessed by three two-hour examinations which are a mixture of recall of information, application of knowledge and evaluation. The types of questions include multiple-choice questions, short-answer and application questions and essay questions.

Students are required to use a scientific approach to understanding behaviour. This includes the use

of quantitative and qualitative skills to make sense of data in order to comment on the validity and reliability of findings and theories. They will develop their skills of evaluating theories and comparing the various approaches in psychology using the issues and debates. Psychology is a popular degree at university and provides a gateway to the widest possible number of career options.

Sociology

Course Content

This two-year linear course helps students to gain a critical understanding of the society in which they live. They will learn how society shapes peoples' ideas, social behaviour and cultures, how, in turn, people interact together and shape their societies.

- ***Paper 1:*** How the education system works and how sociologists conduct their research
- ***Paper 2:*** Families and households and social stratification
- ***Paper 3:*** Crime and deviance, issues to do with criminological research and a separate topic on sociological theories and perspectives.

What do I need to know, or be able to do, to study this course?

An interest in wider social issues, and how this impacts on people's lives and behaviour, is an essential prerequisite. Some historical knowledge of British society from 1945 onwards would also be an advantage.

How will I be assessed on this course?

This linear A Level course is assessed by three exams (papers 1, 2 and 3) taken at the end of two academic years in June.

What could I do with a qualification in this subject?

Sociology is an established subject, over 100 years old and all of the major universities have prestigious departments of Sociology. This is reflected in the fact that a wide variety of careers value the subject, both at A Level and in higher education. These include law, journalism, civil service, media, social policy, human resource management and education research.

Will this A Level help me get to university?

Yes, social sciences have large research departments at university.

Is it similar to psychology?

Some similarities on research methods, but sociology focuses on society rather than the individual

Is it all essay based exam questions?

No. There are short answer questions across the three papers.

Spanish

People with language skills and knowledge stand out as talented and successful people, with broad and exciting horizons. Success at A level Spanish provides students with an extra international dimension to their personal skills profile. Students will be in a stronger position to get a job in companies with international links. They will also have the opportunity to be able to work or study in a Spanish-speaking country. Languages support careers in a range of areas including management, business, science and tourism.

During the A Level Spanish course, students explore a wide range of topics, which will add to their understanding of the language and country. Topics are:

- Evolving society in Spain
- Political and artistic culture in Spanish-speaking countries
- Immigration and multiculturalism in Spain
- Franco's dictatorship and the transition to democracy.

The books (or book and film) you study may link to the topics, giving you further insight into Spanish culture. Here at JFS, students study the book *'La Casa de Bernarda Alba'*, by Federico Garcia Lorca and the film *'El Laberinto del Fauno'* by Guillermo Del Toro. Students will also learn new grammar and vocabulary and will be able to translate into and out of Spanish. Students will develop their critical thinking, creativity, independence and skills of analysis. They will also develop skills to be able to learn other languages.

Spanish A Level is assessed as follows:
Paper 1: Listening, reading and translation is 40% of the total marks available.
Paper 2: Written responses to works, grammar and translation is 30% of the total marks available.
Paper 3: Speaking is 30% of the total marks available.

Theatre Studies (Drama)

This course comprises three components:
Component One
Study two set texts: *'Hedda Gabler'* (Henrik Ibsen), *'The Glass Menagerie'* (Tennessee Williams) and a response to live theatre.
An exam at the end of year 13. It is a three-hour paper with open but clean texts allowed.

Component Two
As a group, you will devise a piece of theatre in any of the styles listed by AQA.
This component is accompanied by a "Working Notebook" of 3000 words in which you will write about inspiration, the practitioner and live theatre which may have influenced you.
Examined internally and moderated externally and will be completed during the summer of year 12.

Component Three
This comprises three extracts from plays in which the third one will have a "Reflective Report" accompanying it as well as a practitioner (different to the one used in Component Two). The third extract is examined by a visiting examiner in the spring term of year 13.
The workload is full but the course provides enormous creative potential for performers or technicians and involves rehearsals and theatre visits as well as workshops. Students who choose this subject must be able to commit to deadlines, have writing styles which are fluent and enjoy working in groups.

PATHWAY B: BTECs / Combined with A Levels

Entry requirements

- Students must meet the specific entry requirments of the subjects they wish to study. 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 taken alongside other BTEC or A Level subjects.
- BTEC National Diploma is equivalent to two A Levels and taken with another BTEC or A Level subject.
- BTEC National Extended Diploma is equivalent to three A Levels and will be the only subject option selected for the duration of the student's time in the Sixth Form.

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. For those taking them 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. Most higher education institutes have clear information detailing how they treat BTEC qualifications. 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 internally assessed units, which make up 42% of the learning programme, with 58% being externally assessed examinations. The topics cover the following content areas:

- Exploring Business
- Developing a Marketing Campaign

- Personal and Business Finance
- Recruitment and Selection

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. Internally assessed units comprise 54% of the total qualification, with externally assessed examinations comprising 46%. 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 Diploma in Business

(Equivalent to three A Levels)

The Extended Diploma is designed to be the entire 16-19 study programme for learners who want to specialise in business as a clear pathway for their future. 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. Internally assessed units comprise 58% of the total qualification, with externally assessed examinations comprising 42%. The mandatory units are:

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

The course can also support learners who want to progress directly to employment in job roles in business management and Higher Apprenticeships in the business sector. A component of the course will involve work experience placements (called “block weeks”) which will further develop and consolidate theory and practice.

BTEC Level 3 National Extended Certificate: Creative Media

(Equivalent to one A Level)

If you see yourself working in film, television, music, publishing or advertising then the course offers you a wealth of practical and theoretical knowledge needed to get ahead. You can get your first step towards a career in the creative industries by studying BTEC Creative Digital Media Production, which is a fun and exciting practical course. Media is a challenging and creative industry and it requires people with imagination and enthusiasm. Many students progress from their level 3 BTEC on to undergraduate courses and some may even go straight into employment within the creative sector.

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)

This is an applied qualification. This means that each unit has a 'real world' context relevant to the food production industry which acts as a focus for the learning in the unit. It requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. The course allows learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

The course consists of four units that are assessed through a combination of a written exam and external assignment set and marked by WJEC and two centre marked assignments. Together with relevant Level 3 qualifications such as A Levels in Biology, Chemistry, Sociology and Maths and/or Level 3 qualifications in Hospitality or Science, learners will gain the required knowledge to progress to higher education degree courses, such as:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

AQA Level 3 Certificate: Applied Science

(Equivalent to one A Level)

This qualification is aimed at 16 to 18 year old learners who are in full-time Level 3 education and who wish to progress to higher education and/or pursue a career in the applied science sector. It will provide learners with a broad understanding of vocationally-related sciences to support progress to higher education. It is suitable for studying alongside substantial academic science qualifications, such as A Level sciences or other Level 3 vocational qualifications. The qualification can also prepare learners to take up employment in the applied science sector, either directly after achieving the qualification or via higher education.

Studying this qualification will enable learners to develop their knowledge and understanding of scientific principles, as well as those scientific practical skills recognised by higher education institutions and employers to be most important. The qualification also offers learners an opportunity to develop transferable skills such as problem-solving, research and communication as part of their applied learning.

There are six mandatory units:

- Key concepts in science - Written exam
- Applied experimental techniques - Portfolio
- Science in the modern world - Written exam with pre-release material
- The human body - Written exam
- Investigating science - Portfolio
- Microbiology/Medical physics/Organic chemistry - Portfolio

PATHWAY C: CACHE

Entry requirements

- Students must meet the specific entry requirements. Please see **Appendix 1**.

NCFE CACHE Technical Level 3 Diploma in Childcare and Education

This course provides students with a multiplicity of knowledge surrounding early childhood and child development. The course covers topics including children's health, working with children with additional needs, the impact of the Early Years Framework, how to accurately assess and observe children and how to work in partnership with other professionals.

The course is split into 16 units, two of which are externally assessed controlled assessments and one of which is a professional portfolio containing observations and activities that the students independently plan and execute. This is in addition to the units of work that are taught and completed as part of the everyday learning. Due to the practical nature of the course, the students are able to practice what they learn and spend two days every week in a placement, gaining hands-on experience of working with children as well as the three days each week, spent in school learning the theory.

Students are assessed at the end of year 13 and will have completed enough work to gain UCAS tariff points to the equivalent of three A Levels which can be used to gain access into undergraduate degree courses. They also achieve a Level 3 Diploma which can be used to work in an Early Years setting immediately.

Note: Currently this course will take up a student's whole timetable and is not studied with any other A Levels.

Progression for our students

Many of our students go on to study to become teachers but students have followed a number of other higher education/career paths, including speech and language therapists, nursing (both paediatric and general), midwifery, criminology, child psychology and sociology.

PATHWAY D: BUSINESS ENTERPRISE (EQUIVALENT TO GCSE) BTEC LEVEL 2 TECHNICAL CERTIFICATE: BUSINESS ENTERPRISE

Entry requirements

- There are no entry requirements for students to be able to access this course which is for those who have not met the requirements for Pathways A, B or C.

  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.

Year 1:

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 Mathematics 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.

Year 2:

Option to study on Pathway A, B or C on condition that students have a level 4 or above in English Language and Mathematics.

APPENDIX 1

Subject	JFS Sixth Form - minimum entry requirements
Applied Science L3 Extended Certificate (1 A level)	Science = level 55 or 555; Maths = level 5 and English language = level 5
Art & Design (Fine Art)	Art = level 6
Biology	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. Maths = level 6 + English language = level 6
Business	English (either) + Maths = level 6
Business BTEC Diploma (2 A levels)	English (either) + Maths = level 4
Business BTEC Extended Certificate	English (either) + Maths = level 4
(1 A level)	English (either) + Maths = level 4
CACHE Childcare & Education	English Language + Maths = level 5 (+ Child Dev = level 6 desirable)
Chemistry	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. Maths = level 6 + English language = 6
Computer Science	Computing = 6 + Maths = level 6
Dance	English (both) = level 6 (+ Dance 6 desirable)
Drama & Theatre Studies	English (both) = level 6 (+ Drama = level 6 if studied)
Economics	English (both) + Maths = level 6
English Language & Literature	English (both) = level 6
English Literature	English (both) = level 6
Film Studies	English (both) = level 6
Food Science WJEC (1 A level)	English Language = level 4 and either Science = level 5 or Food Preparation & Nutrition = level 6.
French	French = level 6 (in consultation with the MFL Department)
Geography	Geography = level 6 + Science = level 6 (preferable)
History	History = level 6 + English (both) = level 6
Maths	Maths = level 7
Maths - Further	Maths = level 9
Media BTEC (1 A level)	English (either) + Maths = level 5
Modern Hebrew	Ivrit = level 6 (in consultation with the MFL Department)
Music	Music = level 7 (grade 5 in an instrument desirable)
Philosophy	English (both) = level 6
Photography	English + Maths = level 4 (+ Art / Graphics / Resistant Materials = level 6 desirable)
Physical Education	Science = level 6/6 (+ PE = level 6 desirable)
Physics	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. English language = 6. You should be studying Maths (level 7) or another science.
Politics	English (both) = level 6 (+ History = level 6, if studied)
Psychology	Science = level 6/6 + English (both) = level 6 (+ Maths = level 6 desirable)
Sociology	English (both) = level 6 + Maths = level 5 (+ History = level 6 desirable)
Spanish	Spanish = level 6 (in consultation with the MFL Department)
BTEC Level 2 Technical Certificate: Business Enterprise	English (either) + Maths = level 3 or 4 + an average of level 4 across all GCSE subjects

APPENDIX 2 (subject to change)

TYPE OF COURSE	GROUP A	GROUP B	GROUP C	GROUP D
YEAR 12 **A** **L** **E** **V** **E** **L** **and** **B** **T** **E** **C** **C** **O** **U** **R** **S** **E** **S** **2020-21**	Art & Design (Fine Art) Biology Business BTEC (1 A Level equivalent) Business BTEC (2 A Level equivalent – only with BTEC Business in Group C) Chemistry Economics Film Studies French Geography History Mathematics Psychology	Computer Science Economics English Literature Food Science BTEC Geography History Mathematics Modern Hebrew Music Photography Physics Politics Psychology Sociology	Biology Business Business BTEC (*2 A level equivalent - only with BTEC Business in A)* Chemistry Dance Mathematics FM (only with Further Mathematics in Group D) Philosophy Politics Psychology Sociology Spanish	Applied Science L3 Certificate Biology Economics English Language & Literature Further Mathematics (only with Further Mathematics in Group C) History Media Studies BTEC Physical Education Physics Politics Psychology Sociology Theatre Studies
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 (inc. resits of GCSE Maths & English) is taught across all four groups			
NCFE CACHE Technical Level 3 Diploma in Childcare and Education	This course is taught across all four groups. Students in school three days/on placement two days per week. (Equivalent to three A Levels)			
BTEC Level 3 National Diploma in Business	This course is taught in both Group A and C. (Equivalent to two A Levels)			
BTEC Level 3 National Extended Diploma in Business	This course is taught across all four groups. (Equivalent to three A Levels)			

APPENDIX 3

Sixth Form Subjects – Examination Boards (2019-21)

AQA
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

NCFE CACHE Technical Level 3 Diploma in Childcare and Education

EDEXCEL (PEARSON)
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 Diploma in Business
BTEC Level 3 National Extended Certificate: Creative Media
BTEC Level 2 Technical Certificate in Business Enterprise

OCR
www.ocr.org.uk

Biology
Computer Science

WJEC EDUQAS
www.eduqas.co.uk

Film Studies

WJEC
www.wjec.co.uk

Level 3 Diploma in Food Science & Nutrition