



Consistently one of the top totally non-selective schools

JFS Sixth Form

Pathway and Curriculum Guide 2024-25

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 'Good' by OFSTED in May 2022, 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, and 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 that the students who enter the Sixth Form at JFS School with six level 6 grades at GCSE (for A level courses) or six level 4 grades at GCSE (for vocational courses) 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 2024 will be required to study A Level and/or vocational subjects equivalent to three A Levels. We recommend that students wishing to study further mathematics should choose this as a fourth subject only in order to provide a greater breadth of progression choices. Students can also take Modern Hebrew as fourth choice with the agreement of the Head of Modern Foreign Languages.

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 12** of this booklet.

UNIQUE ENRICHMENT AND LEADERSHIP OPPORTUNITIES

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 or a Mental Health First Aider, 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.

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). Students have a weekly hour-long assembly, which is used to present a variety of external speakers, to promote enriching opportunities, as well as to pass on important information about examinations, UCAS applications and other post-18 pathways. Students will also participate in PSHCE (Personal, Social, Health & Citizenship Education) and RSE (Relationships and Sex Education) sessions in accordance with our Key Stage 5 curriculum, during the weekly assemblies. There's also the opportunity to participate in additional enriching programmes such as the ORT Jump Mentoring Programme, Mark Evison Foundation challenge, DOE Awards and there is also the opportunity to participate in additional enriching programmes such as the ORT Jump Mentoring Programme, the Mark Evison Foundation challenge and Duke of Edinburgh Awards.

JEWISH EDUCATION

The Morasha Programme

Morasha is our exciting 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. There is also one JS assembly each fortnight to provide a further opportunity to deliver Jewish-themed content.

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 Barbecue.

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 hamantashen 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.

Tribe Leadership course Track

The Tribe Leadership course aims to provide students with real life tools, which can be used in your lives in- and outside of school. Career advice, answering questions on Israeli politics and Judaism and hearing from leading people in the fields of technology, media and finance are all part of the course. Aside from providing the tools, there is a chance to connect to student's local communities, to explore how they can make a difference.

The Beam Track

The Beam track takes students to meet high level entrepreneurs and learn their secrets to success. The track will work with their partners to give students the chance to experience different industries and build a strong professional network. The students will also have the opportunity for skills training which will be applicable to everyday life designed to take the students to the next level and will learn and grow together in a comfortable environment.

The Stand With US/Mizrachi UK track (Explore and Ambassador Programmes)

During the track, students will explore the rich history, culture, and diversity of Israel through a series of fun and interactive workshops. Whether it be the rise of the modern Zionist Movement or the legacy of Israeli Eurovision, there is something for everyone to explore and discover about the Jewish State. As well as this the programme will empower students to be confident to present their thoughts on the subject of Israel and its history. This will increase their pride and attachment to Zionism and Judaism and enhance their confidence when discussing Israel on university campuses and in the wider world.

SIXTH FORM PSHE (Personal Social and Health and Economic Education) and RSE (Relationships and Sex Education) Programme

The PSHE and RSE programme for the Sixth Form follows the curriculum set out by the PSHE Association. The core themes are as follows:

- Health and Wellbeing
- Relationships
- Living in the Wider World

In addition to these themes, we also supplement the units by hosting a range of outside speakers to address students. These include:

- Campaign Against Antisemitism
- Streetwise
- Keshet
- Drugsline
- Jewish Women's Aid
- Jonny Benjamin Foundation
- Amy Winehouse Foundation
- Interfaith speakers
- Speakers on sexual health, consent, tackling toxic masculinity, LGBTQAI
- Finance
- Life after JFS
- University life

Student Voice:

We have set up a working party to co-create and deliver aspects of the PSHE and RSE Programme so that it is up-to-date, relevant and pitched at the appropriate level. We look to our young people to work in partnership with us to deliver the best PSHE and RSE programmes that fit the needs of JFS students, whilst in the sixth form and beyond.

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.

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 Year 12 UCAS 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 that 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.

UCAS and Mock Examinations

UCAS examinations for Year 12 will take place over a two-week period in the Summer 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 the examinations. Students must not take the weeks off before these 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.

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 all Sixth Form students. Absence and attendance will be monitored by form tutors and any students causing concern will be referred to the 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. These posts include: House Captains, Academic Assistants, Sixth Form Committee Members, Prefects, Student Officer Team Leaders, Paired Readers, Ambassadors and Society Chairpersons. The Autumn Term also sees the launch of the Head Boy/Head Girl Team selection process.

Sixth Form student leaders have a very important role in the school, both supporting staff with everyday 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. The Sixth Form Team's decision on what is appropriate dress is final. The current JFS Sixth Form Dress Code can be found [here](#).

MOBILE PHONES

As the oldest members of the school community, students are allowed to use their mobile 'phones to search the internet, watch videos and send messages but only in the Mezzanine Café. They must not be seen or heard anywhere else in the Sixth Form or the school.

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 and 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. You will be supported 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 along with the Futures Programme, takes place in the Spring Term. This includes Alumni Day, university visits, the 'What Uni, What Career Live Event' and the in-house Further Education and Apprenticeship Fairs 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 our external careers adviser from Prospects - Miss Dansingani. Mrs Levick (Post-16 Student manager/Careers 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.

Students can speak to our external Careers Adviser, Disha Dansingani or Mrs Sara Levick, our Post-16 Manager, about apprenticeships throughout their time in the Sixth Form.

Activities for students considering apprenticeships include:

- Talks from alumni undertaking apprenticeships
- Meeting apprenticeship providers at the Further Education and Apprenticeship Fairs
- Mock Assessment Centre (tests, video interview, case study)
- We are currently revising our apprenticeship offer and are considering new developments such as:
- A parent apprenticeship information evening (as well as our apprenticeships breakout group during the Sixth Form Parents' Information Evening). Students will also hear from industry professionals about the Apprenticeship application process and take part in preparatory sessions.
- Lunch and learn apprenticeship tutorial sessions.
- Webinars (Young Professionals UK)



ADMISSION TO THE SIXTH FORM AT JFS

- The deadline for admissions is **at 9pm on Sunday 21 January 2024**.
- Students starting in Year 12 in September 2024 will be required to study **three** A Level subjects, a mixture of A Levels and vocational/applied courses, or to follow a vocational/applied course 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 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:

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

PATHWAY A

**A Level
Subjects
only**
Over 24
subjects

PATHWAY B

**Vocational/
Applied
Programme**
(can include up to
two A Levels)
Business, Criminology,
Media and Food Science

PATHWAY C

**CACHE
Childcare
Course**

THE FOUR-POINT PLAN FOR MAKING THE RIGHT PATHWAY CHOICE

1. If you have a career idea on which you are keen, 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 Only

Entry requirements

- Except in exceptional cases, we would expect students to have attained level 6 at GCSE in six or more subjects, including English Language and Mathematics. In addition, students must have met the specific subject entry requirements outlined in Appendix 1 of this guide.
- Please note that the expectation for students to have attained six GCSEs at level 6, including English Language and Mathematics, demonstrates the overall benchmark required for being able to successfully complete a three - A Level pathway. Although individual subjects may not, by themselves, require English Language and/or Mathematics at this level, students completing the A level programme, are more likely to do well.
- Students who do not achieve level 6 in GCSE English Language and/or Mathematics **must** include at least one vocational/applied course in their subject choices.

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 2026. 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 for might assume that you chose new subjects because of (b) and feel that you are avoiding a challenge. Another consideration is that you are taking a risk if you do not understand what the subjects involve. The transition from GCSE to A Level is already demanding when you have an idea about the subject because you have studied it before.

3. You need this/these subjects to enter a particular career or course at university.

But remember to get all your facts right – there are still all kinds of misconceptions about what you need for certain careers or degree courses.

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

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

But you could be taking a big risk – many sixth form students 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://www.informedchoices.ac.uk/>

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 2024-25

ART & DESIGN (FINE ART)

BIOLOGY

BUSINESS STUDIES

CHEMISTRY

CLASSICAL CIVILISATION

COMPUTER SCIENCE

DANCE

ECONOMICS

ENGLISH LANGUAGE

ENGLISH LITERATURE

FILM STUDIES

FRENCH

GEOGRAPHY

GOVERNMENT & POLITICS

HISTORY

MATHEMATICS & FURTHER MATHEMATICS

MODERN HEBREW

MUSIC

PHILOSOPHY

PHOTOGRAPHY

PHYSICAL EDUCATION

PHYSICS

PSYCHOLOGY

SOCIOLOGY

SPANISH

THEATRE STUDIES (DRAMA)

ART

Edexcel Fine Art

Course Content

The course aims to give you the technical skills and understanding needed to develop outstanding coursework. A six-to-eight-week introductory course gives you an insight into materials, artists, and ideas that could be the starting point for your Personal Investigation project. After completing the work related to the introductory project, you will then select and develop ideas for your personal project. This theme is negotiated with your teacher and will be the basis of your coursework unit. This coursework unit will run until December of YR13 and will include an essay component of 3,000 words. In January of YR 13, you will be given a copy of the exam theme set by the board. The rest of the course will be spent developing your response to the exam theme

Assessment

Personal Investigation This component is worth 60% of your A level. It requires you to produce a portfolio of practical and written work based on personal starting points.

Externally Set Assignment (ESA) This component is worth 40% of your A level. It requires you to produce preparatory studies and personal outcome(s) based on a theme set by Edexcel. The theme will be released to you in February of your final year. You'll have 15 hours to produce your personal outcome or outcomes.

Type of work involved

We encourage a broad range of responses using sculpture, printmaking, drawing, painting, photography, and textiles. We aim to support your response as you develop your ideas, working within a Fine Art Tradition.

What do I need to know or be able to do before taking this course

You may have an interest in and want to know more about the visual arts. You may want an opportunity to develop and express your own ideas. You may want to pursue a career in the art, craft or design industries. Either way, this course will give you the skills to enjoy, engage with and produce visual arts throughout your life. It is important to be motivated to complete coursework

Career / Degree paths with this subject

This A level has been in existence for an extended period and is well respected by universities. You may choose to do the A level because you enjoy the subject, and it will support your choice of university course. Through this course you will develop transferable skills, such as problem solving, communication and critical thinking skills, which will prepare you for further study or the world of work, regardless of the subject or career you wish to pursue. If you want to pursue a career in the creative industries, your next step is likely to be a Foundation Degree course followed by an undergraduate degree in fields as varied as Product Design, interior design, Architecture, Fine Art, Fashion Design or History of Art

FAQs / The three most commonly asked questions:

You will not be able to do this course if you have not studied GCSE Art and Design.

The studios are well equipped, and we do support a range of work in a variety of media.

The essay component is based on the artists that you have engaged with in the practical work

BIOLOGY

Course Content

A-level biology is a multidisciplinary subject that involves blending the practical and the theoretical in order to achieve a deeper understanding of how living organisms interact with each other, and their environments.

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

Module 2 – Foundations in biology

Module 3 – Exchange and transport

Module 4 – Biodiversity, evolution and disease

Module 5 – Communication, homeostasis and energy

Module 6 – Genetics, evolution and ecosystems

Assessment

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.

Type of work involved

Students who choose to study biology at A-level will learn about the fundamentals of biology, biochemistry and physiology. A large emphasis is being put on vocabulary and practicing exam questions, together with analytical thinking, clear communication and showing competence in the practical aspect of the subject.

What do I need to know or be able to do before taking this course

You will need top grades in GCSE Triple or Double Science, as well as requiring good results at GCSE in English and Maths. Biology supports your study of other science subjects, and vice versa, so it is important to understand the necessary qualifications and what is the best combination of subjects at A-level.

Career / degree paths with this subject

Biology is a key subject for lots of STEM careers, particularly in healthcare, medicine and jobs involving plants or animals. The list is long and includes: nursing, dentistry, forensic science, psychology, physiotherapy, botany, environmental science, zoology, geology, oceanography, pharmaceuticals, energy, teaching, science writing, genetics and research.

FAQs / The three most commonly asked questions

Will students have to complete all the core practicals?

The core practicals are part of the specification content, so students will be asked questions about these practical activities as part of their written examinations. In addition to this, completion of a minimum of 12 core practical activities will be required in order to pass the teacher-assessed practical competency.

What subjects go well with biology?

Biology will support your study of other sciences and maths as well as subjects like psychology and geography. But study it with a language or an essay subject like English at A-level and you might have even more choices for your career.

Is Biology a difficult subject?

Biology contains a wealth of fascinating detail that you will need to assimilate before you can attempt the analytical questions that come up on exam papers. A-level Biology students are given regular assignments to do each week to help them to meet this challenge. In a few words, yes, it is a very demanding subject.

BUSINESS A LEVEL

Course content

Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work.

Assessment

Paper 1 - Theme 1 and 4 - 100 marks - 40%

Paper 2 - Theme 2 and 3 - 100 marks - 35%

Paper 3 - Theme 1,2,3 and 4 - 100 marks - 30%

Type of work involved

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behavior can be studied from a range of perspectives and to challenge assumptions.

What do I need to know or be able to do before taking this course

You should be willing to work hard to understand a wide range of business concepts. You should be interested in the business world and be constantly updating yourself on current events to be able to apply your real-world application to the course.

Career / degree paths with this subject

Higher education courses such as: business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business

A wide range of careers ranging from banking, sales, product management, general management working in public sector, working in various organisations, working in charities.

FAQs / Most commonly asked questions

What is the difference between A-Level and BTEC business?

A-level business follows a 'traditional' A-level structure, covering topics such as marketing, finance, operations and globalisation. This is examined in 3 papers which covers a variety of the content in different formats, therefore all the learning is culminated in these exams at the end of the course.

Is there coursework?

No

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.

Type of work involved

Includes Practical lab work and exam questions.

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. If you did not get top marks in GCSE Science then you need to think very carefully about starting this A level as it very quickly gets a whole lot more complicated than GCSE.

Career / Degree paths with this subject

Veterinary science, pharmacy, any science courses, engineering. Compulsory for most medicine institutions.

FAQs / 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 although there are a few medical schools where you do not need it.

How much mathematics is there in the course?

Chemistry is a numerical subject and you are required to have a 7 in maths at GCSE to cope with this. However, we recommend you think very carefully about taking on this subject if you do not have an 8 or above in maths GCSE.

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.

CLASSICAL CIVILISATION

OCR Exam Board

Course Content

This qualification provides the chance to study both Greece and Rome, and their surrounding worlds.

The important and ever popular literary genre of epic forms the basis of our mandatory component, The World of the Hero.

Students must take:

- The World of the Hero (H408/11)

Students read either the Iliad OR the Odyssey, AND Virgil's Aeneid.

The study of the physical remains of the ancient world is crucial to a comprehensive understanding of it, and the components within the 'Culture and the Arts' component group make the classical world more tangible for students.

They must take one component from the 'Culture and Arts' component group:

- Greek Theatre (H408/21)
- Imperial Image (H408/22)
- Invention of the Barbarian (H408/23)
- Greek Art (H408/24)

In the 'Belief and Ideas' component group, students have the opportunity to explore some of the ideas and ideals important not only to the ancient world but also to the modern one.

They must take one component from the 'Belief and Ideas' component group:

- Greek Religion (H408/31)
- Love and Relationships (H408/32)
- Politics of the Late Republic (H408/33)
- Democracy and the Athenians (H408/34)

Assessment

3 written exams

Type of work involved

Reading and writing

What do I need to know or be able to do before taking this course Nothing, but any knowledge of ancient mythology, or even having read the Iliad, Odyssey or Aeneid will be of enormous help

Career / degree paths with this subject

- Politics
- Journalism
- Law
- Archaeology
- Museum curation

FAQs / The three most commonly asked questions

Is there a lot of reading involved?

Yes, and writing! 40% of the final grade alone is close analysis of the texts of two of the most famous epics in literature: the Iliad/Odyssey of Homer and Virgil's Aeneid.

Do we get to go on trips?

Yes! If we study the classical Art component then we will go to relevant museums and art galleries, the Greek theatre option means we get to go to the theatre. We will be aiming to put on at least one international either Greece or Italy.

Do I need to know Greek or Latin?

No! All texts are in translation. The etymology of some key words will be discussed but no knowledge ancient languages is needed for this course.

COMPUTER SCIENCE

Course Content

The A-Level course will be very similar to the GCSE Computer Science course with a lot of the topics coming up again in the A-Level. Each topic will include a lot more detail than GCSE and a strong knowledge of the GCSE course is required. Topics include Hardware, Networks, Binary Representation, Ethics, Algorithms, Boolean Algebra and operating systems.

In addition, the course has a heavy focus on programming, specifically at JFS, as it is taught by two teachers with Computer Science degrees. We will be covering lots of different programming languages and techniques to prepare you not only for your coursework but the real world as well. In this course you will learn about the following programming languages:

Python, Java, Assembly Language, HTML/CSS/JavaScript, SQL

Students who are already strong programmers will be given exposure to a range of different python libraries and programs that will prepare students for all different types of industry.

Assessment

80% Exam (2 exams) - More detail can be found in the specification

20% Coursework

What do I need to know or be able to do before taking this course

Students require a grade 6 in a GCSE Computer Science course & students should enjoy the programming side of the course and programming independently

Career / degree paths with this subject

Half of the students taking this course end up taking the subject at university. If students are thinking of taking any type of STEM subject at university, then this course will help you understand the intricacies of programming, giving students a head start at university. Lots of students pair this subject with Maths/Further Maths/Science

FAQs

Is there a massive jump from A-Level to GCSE?

Students currently at JFS – No it will be a continuation of GCSE

Students not current at JFS – Maybe, a lot of students from other schools have gaps in their programming knowledge which they will need to fill. We provide a lot of support at the school to help them catch up, including an afterschool club and a bank of resources for students to complete.

What is the split of teaching in A-level?

Mr Waring (3 lessons a week) & Miss Vyas (2 lessons a week)

How long is the coursework?

Coursework is often 100-150 pages long, but students are guided through the coursework throughout the two years and with screenshots and diagrams students easily hit 100 pages.

DANCE

Course Content

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

Areas of study provide students with the opportunity to investigate the key changes in the development of dance linked to a genre(s) and allow students to demonstrate contextual understanding through written communication and performance.

Assessment

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

Component 2: Critical engagement

What's assessed:

- Knowledge, understanding and critical appreciation of two set works
- 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

Type of work involved

Both practical and theory lessons will be taught over the allocated contact time.

What do I need to know or be able to do before taking this course

Students need to have achieved a Grade 6 or higher at GCSE Dance. If not studied, students need to have a background in dance, and currently training. Students need to be able to write effectively as there is a large amount of analysis involved.

Career / degree paths with this subject

Performer/ choreographer/ director/ arts education/ production and arts administration/ Costume / Set Designer/ Dance Health Practitioner/ Dance Movement Therapist/ community arts worker/ teacher/ higher education lecturer/ fitness instructor/ personal trainer and many more.

FAQs / The three most commonly asked questions

Do you need to have dance experience?

Yes

What percentage is theory?

50% theory, 50% practical examinations

Should we be training outside of school?

Yes. You should be participating in classes outside of school.

ECONOMICS

Course Content

The study of Economics at A Level begins in Year 12 by developing an understanding of the fundamentals of microeconomics, looking at the individual behaviour of consumers and producers within specific markets. Students will simultaneously learn the basics of macroeconomic study, including topics such as inflation, unemployment and economic growth. In the summer term of Year 12 and moving into Year 13, students will further their study of microeconomics, by learning about business economics and the labour market, whilst in macroeconomics, students will widen their perspective through applying the concepts they have learned to a global context, covering topics such as poverty, inequality and globalisation.

Assessment

The two-year A Level course consists of four themes assessed by three 2-hour examinations which are a mixture of short-answer, data response and essay questions.

Type of work involved

Quantitative practises; written work including essays; regularly reading a broadsheet newspaper.

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. Since the subject is new for students, the level of work is simple at the start of the course, but the material and the skills become increasingly more demanding as the course progresses.

Career / degree paths with this subject

Economics is a subject that provides a gateway to the widest possible number of career options or degree choices such as economics degrees with a focus on theory, or degrees in applied economics such as environmental economics, labour economics or monetary economics. Alternatively, students may choose to study a business economics or business degree or a joint honours degree, such as economics with politics or economics with law. Economics opens up a wide range of careers ranging from finance, banking, insurance, accountancy, management and consultancy, to becoming professional economists.

FAQs / The three most commonly asked questions

Do I need to be good at maths?

Quantitative skills constitute a minimum of 20% of the overall marks for this A-Level and you are required to have a 6 in maths at GCSE to cope with this. You need to be comfortable with data, graphs, diagrams, percentages, averages.

Do I need to be good at English?

Each exam paper in economics has at least one essay question. To cope with the demands, you are required to have a 6 in English language and a 6 in English literature.

Will I learn how to invest my money?

No! Economics is an academic subject with a strong conceptual emphasis. Students who enjoy learning new ideas and developing different perspectives will thrive in this course. Students who are looking for practical business or investment tips are likely to be disappointed!

ENGLISH LANGUAGE

Course Content

English language is an exciting subject filled with lively debate and discussion. In a world where we are surrounded by language, you will be taught how to think analytically, challenge assumptions and develop communication skills. The A Level contains three components: Language, the Individual and Society, Language Diversity and Change and Language in Action. The course provides students with opportunities to explore a wide range of texts, considering how language is influenced by gender, ethnicity, region, occupation, age and context. Students will look at language that is written, spoken and produced for electronic media. They will develop understanding of how writers construct their identity through text production and how they seek to influence their audience through language choice. Students will discover how language has changed over time, including teen-speak and consider the various attitudes to these variations and changes.

Assessment

At the end of Year 13 you will sit two exams each worth 40% of the course and will have produced a folder of coursework worth 20% of the final grade. The exams are assessed through essay responses and a piece of creative writing. The coursework is made up of an investigation and a creative piece with an accompanying commentary.

Type of work involved

Analysis of short texts including newspaper reports, blogs, transcripts, adverts, Twitter excerpts; debate and discussion of attitudes to language; learning new terminology to discuss language; exploring case studies and theories around key areas of language use; essay planning and writing.

What do I need to know or be able to do before taking this course

English language A level is very different to GCSE English language. You will be engaged in looking at how people represent themselves and the various groups they belong to through language. You will also explore the positive and negative attitudes people hold about things like accents.

Career / degree paths with this subject

A degree in English opens many career pathways such as journalism, law, marketing, PR, media, academia. However, having a good command of the English language is an advantage for all careers and it is a subject which works well with many other subject combinations as you will learn not just about the topics but also how to construct a coherent argument.

FAQs / The three most commonly asked questions

How is English language different from English literature?

English language is a mix of studying shorter texts to consider the meanings and representations and the study of sociolinguistics – the study of the impact of social factors on language.

Will I need to do lots of reading?

No. There is some reading to do, but the texts involved are much shorter.

What is a language investigation?

You choose an aspect of language you're interested in and create a hypothesis and then collect and analyse data.

ENGLISH LITERATURE

Course Content

The Edexcel English Literature A Level focuses on three key components: drama, prose and poetry, with an additional 20% coursework element.

The course allows students to build on the understanding and appreciation of literary texts gained at GCSE level. Students will have the opportunity to respond to texts of different periods and genres exploring the connections between them and the different contexts they were produced in.

Year 12 begins with a range of modern poetry, comparing two novels and studying a modern play. Year 13 builds on this with the study of older poetry and a Shakespeare play.

Students also learn how to evaluate secondary critical material in order to shape and build their own arguments about texts.

Assessment

Three examinations based on each of the key components: drama, prose and poetry. All three components are tested through essay responses. A 3000-word coursework on two texts chosen by the student.

Type of work involved

Reading and annotating literary texts; analysing and evaluating the meanings through study of character, themes, writers' craft, context and critics; essay writing skills; essay planning; independent reading and research.

What do I need to know or be able to do before taking this course

You should enjoy reading and discussing literature. You should be willing to work hard on essay writing and developing an independent response to texts. A level English literature is a natural progression from GCSE and much of the style of teaching will be familiar.

Career / degree paths with this subject

A degree in English opens many career pathways such as journalism, law, marketing, PR, media, academia. However, having a good command of the English language is an advantage for all careers and it is a subject which works well with many other subject combinations as you will learn not just about the texts but also how to construct a coherent argument.

FAQs / The three most commonly asked questions

How is English literature different from English language?

English literature focuses on the study of literary texts (novels, plays, poetry) and analysing the writers' meanings and intentions. It is assessed through essays.

Will I need to do lots of reading?

Yes. You will read a minimum of two novels, 2 plays and a selection of poetry.

Will my teachers help me to choose my coursework books?

Yes. Although you have free choice for your coursework texts, we offer a lot of support and advice about which pairings work well together.

FILM STUDIES

Course Content

Component 1 - Varieties of Film and Filmmaking - Exam 2hr 30m - 35% of A Level

Component 2 - Global Filmmaking Perspectives - Exam 2hr 30m - 35% of A Level

Component 3 - Production - Non examined assessment - 30% of A Level

Assessment

70% Essay based

30% Coursework: Screenplay or short film production.

Type of work involved

Film analysis, critical readings, practical production tasks (and yes of course, watching films!)

What do I need to know or be able to do before taking this course

A passion for film, an open mind and the ability to express your ideas clearly on the page (you need to enjoy writing analysis / arguments about films). No practical experience is necessary – you will be taught all the required technical skills on the course. This includes editing with professional software and using pro camera equipment and lighting.

Career / degree paths with this subject

Students have gone on to degree apprenticeships with media companies such as Sky and have received credits in recent television productions. Many have gone on to higher education in film and media at Russell Group universities such as Leeds, Warwick and York. Students have been nominated for and have won prizes in film making competitions for their productions.

FAQs / The three most commonly asked questions You need to be ready to write! Film studies is as much a 'writing about film' course as it is a 'making / watching films' course.

Be prepared to watch film that are unusual/old - we study foreign language films and silent cinema.

Film studies is a widely recognised A-Level that most Russell Group universities accept, however it is worth checking with potential university destinations if you have a specific course in mind.

FRENCH

Course Content

The French Edexcel A level course covers 4 different and varied themes covering France and French-speaking countries. These are: changes in French society, political and artistic culture in the Francophone world, immigration and French multicultural society and the Occupation and Resistance. There is something for everyone in this exciting and interesting content.

Equally, candidates will study works of film and literature.

La Haine by Mathieu Kassovitz is a film following the actions of 3 young men from the estates over the course of a 24-hour period. A gripping story inspired by real-life events and an iconic film, as true today as it was in 1995.

Un Sac de Billes by Joseph Joffo is a novel set during WW2 about a boy's journey with his brother escaping Paris and the clutches of the Nazis. A beautifully moving and true story, important for understanding the Occupation and a wonderful first novel to read in French.

Assessment

Paper 1: Listening, reading and translation – 2 hours - This exam features a listening comprehension, a reading comprehension and a passage to translate into English.

Paper 2: Written response to works and translation – 2 hours 40 minutes - This exam features a passage to translate into French, a 300-350 word essay on Un Sac de Billes and a 300-350 word essay on La Haine.

Paper 3: Speaking – 21-23 minutes including 5 minutes preparation - Task 1: Students discuss one theme from the specification based on a stimulus containing two different statements. **Task 2, Part 1:** Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.

Task 2, Part 2: Students answer questions on their presentation and then have a wider discussion on their research.

Type of work involved

Study of issues concerning contemporary society, reading and listening to authentic French and Francophone sources. Vocabulary learning and widening of understanding of grammar. Analysis of a French novel and a French film. Strengthening of translation skills. Understanding and weighing up both sides of current and historical issues and making balanced conclusions.

What do I need to know or be able to do before taking this course

You must enjoy learning languages. You must have an interest in how languages works and therefore a desire to study grammar and always look to understand it better. You must be committed to exposing yourself to the language daily through watching TV or films, listening to music, the news or podcasts and reading articles in the target language. You must also have an interest in French and Francophone culture.

Career / degree paths with this subject

Languages can lead to a range of specific careers in almost all sectors. Not only could you go into sectors such as teaching, translation/interpreting and tourism, but languages can benefit you in management consultancy and business, finance, government, charity and international development and national intelligence and security. However, languages are a unique selling point that will give you the edge over other candidates with similar qualifications.

FAQs / The three most commonly asked questions

Is it hard doing a language to A level?

All A levels are hard, studying any subject to A level requires an interest and a passion for the subject that means you should be exposing yourself to target language material daily.

Will I be fluent when I finish my A level?

Any student achieving a good grade in a language A level will have a good level of fluency in the language, being able to converse and communicate naturally.

Will I have to read a book in French?

Yes. You will be given lots of support with vocabulary lists and questions based on your understanding of each chapter. The content of the book will be thoroughly discussed and analysed in both French and English to ensure your complete understanding of the story.

GEOGRAPHY

Course Content

The A-level geography curriculum inspires our students to be engaged and understand the world around them and to think critically about world issues and broaden their knowledge of place. Students will grow as independent thinkers and as informed and engaged citizens. The Edexcel specification takes an issues-based approach enabling students to explore and evaluate contemporary geographical questions.

Paper 1: Tectonic processes and hazards, Coastal landscape and change, The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Security .

Paper 2: Globalisation, Regeneration, Superpowers and Global Development and Connections: Migration and Sovereignty.

Assessment

Paper 1 & 2 (30% each) – A mixture of short answer questions, geography skills and essays

Paper 3 (20%) - Unseen source based on content in paper 1&2

Paper 4 (20%) – NEA field work write up

Type of work involved Each lesson we will focus on a key geography question. We will study the geography processes, links to geography places and linked debates and assessment points. Lessons involve discussion, group work, geography skills, writing up your processes and support in essay and exam practice.

What do I need to know or be able to do before taking this course.

You need to have an interest in the world around you! Enjoy learning about new places, be ready to go on field trips and enjoy practising geography skills. You should be willing to be independent thinkers and workers. Geography A-level is a natural progression from the GCSE, so you will build on all the ideas and skills from yr 10 & 11 and the teaching style will be similar.

Career / degree paths with this subject

Geography A-level and Graduates will go onto a career focused on a particular topic in geography (for example urban planning, hazard management) through a specialised degree. Other students will go onto a less geography specialised career such as in finance, law or civil service but will draw on the skill sets of literacy, numeracy, graphicacy, enquiry report writing AND relevant geography content applicable in the modern workplace such as climate change and globalisation.

FAQs / The three most commonly asked questions

Does Geography A-level have coursework?

Yes – worth 20%. This can be focused on any topic from the Alevel geography course and on anywhere you choose.

Do I have to write a lot in Geography?

Your exams include essays that builds on your GCSE skills and also include shorter mark skills questions.

Is there a lot to learn in Geography?

Like any A-level, Geography is an academic and content subject. However, we give you lots of support including work packs each lesson, revision scaffolding and retrieval grids. If you enjoy Geography, you will enjoy studying and working on the course.

GOVERNMENT & POLITICS

Course Content

In politics we aim to engage pupils with the world around them and equip them to participate in political discourse. We aim for them to do as well as they can in the A level exam; with a focus on student led learning; debate; critical thinking and an emphasis on constantly engaging with current events. We hope that by inculcating an interest in the subject, and by developing the skills aforementioned, pupils will explore careers in the public sector, policy formation, law, academia and perhaps even seek public office themselves. In year 12 we study UK government and politics and in year 13 we study US politics.

Assessment: Units are assessed in three 2 hour exams, each exam is worth 84 marks.

Component 1: UK government paper worth 1/3 of the final mark is assessed in June of year 13.

Component 2: UK politics paper worth 1/3 of the final mark is assessed in June of year 13.

Component 3: US politics paper worth 1/3 of the final mark is assessed in June of year 13.

Type of work involved

Lots of debate and class discussions to ensure we always hear both sides of any topic. We aim to structure all lessons around a key question and we explore the evidence surrounding the topic and then evaluate it in order to reach a judgement on whether we agree or disagree. All our exams are written based so we spend some time in each lesson writing up our notes or debate in the form of an essay plan.

What do I need to know or be able to do before taking this course

Nothing in particular as we are aware this is a brand new subject for all students at A level. We would hope you have an interest in finding out about how decisions are made and the impact of those decisions on society.

Career / degree paths with this subject

Careers in the public sector, policy formation, law, academia and perhaps even seek public office themselves. Degree paths in politics, international relations, public policy, law and journalism.

FAQs / The three most commonly asked questions

How much do I need to know about current events?

It is very useful to keep up to date with the news as you will find debates and class discussions more interesting if you are able to engage in what is being discussed. It is not essential though as teachers will often bring these to class discussions too.

Do I need to be a member of a political party or hold political views to do well?

No, this is not required at all.

Am I taught how to write an A level essay according to politics mark scheme

Yes, this is a key feature of all written work to ensure that students do well in their final exam

HISTORY

Course Content

Year 12: The course in the first year covers German history from the end of the First World War to the fall of the Berlin Wall. It looks at Germany's fall to and recovery from Nazi rule as well as its subsequent division under Communist and Capitalist rule. We will also study the collapse of liberal democracy and the rise of Fascism in Italy as a way of thinking about the ideological battles that were taking place in Europe in the first half of the 20th Century.

Year 13: In the second year we do a course work which will focus on an area of historiographical debate (Causes of the First World War) and an exam-based course that will focus on the British Empire including the American Revolutionary War, India, Canada and the treatment of the indigenous people in Australia.

Assessment

There is a coursework essay in the second year. Apart from this the course is assessed through essays under exam conditions. Some essays focus on historical knowledge and analysis while others focus on the ability to contextualise and interpret sources, whilst still others focus on the historical debates around a particular topic.

Type of work involved

Class discussion. Source analysis and evaluation. Reading for historical argument and evaluation of historical interpretations. Essay writing.

What do I need to know or be able to do before taking this course

There are no prior knowledge requirements for the course, but a general awareness of 20th Century European History would hold a student in good stead. The course builds on skills of analysis and source and historical interpretation evaluation already developed at GCSE.

Career / degree paths with this subject

History is considered a 'Blue Chip' 'A' Level. Success in this subject shows that you have developed analytical skills and can articulate an argument. With this in mind it is an excellent grounding for any humanities based further study. Anyone who is considering a career in Law or a similar professional field such as the Civil Service and because of its analytical nature, can prove an excellent companion choice for a science orientated course of study.

FAQs / The three most commonly asked questions

Is there a need for extra reading?

You must be willing to undertake extra reading and research. In Year 12 reading will mainly be textbooks but we will increasingly shift on to extracts from historians.

Is History a difficult subject?

It is a challenging subject which should only be chosen by those willing to make a real effort to develop knowledge and analysis.

Do I need to have studied History at GCSE?

Ideally YES, but if not we ask for a score 6 in an equivalent subject.

MATHEMATICS AND 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 are **Further Statistics** and **Further Mechanics**.

Core Pure: Further proof; complex numbers; series; 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

Assessment:

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. Each paper is 100 marks and worth 33.3% of the course. Note that any Pure content can be tested in Paper 1 and Paper 2.

Paper 1 - Pure 1

Paper 2 - Pure 2

Paper 3 - Statistics and Mechanics (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. Each paper is 75 marks and worth 25% of the course. Note that any Core Pure content can be tested in Paper 1 and Paper 2.

Paper 1 - Core Pure Mathematics 1

Paper 2 - Core Pure Mathematics 2

Paper 3 - Further Mechanics 1

Paper 4 - Further Statistics 1

Type of work involved

A Level Mathematics and Further Mathematics will require the development of skills from GCSE, which will be covered in greater depth. Problem solving is a key aspect and the course will require you to essentially do lots and lots of questions. Practising the skills and the application of these skills will be key to success.

What do I need to know or be able to do before taking 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!

Career / degree paths with this subject

A Level Mathematics has always been a popular and enjoyable option at JFS. Its benefits are also numerous and students go into Higher Education to study a variety of mathematics related courses such as Engineering, Computer Science, Dentistry and Business. It 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.

FAQs / The three most commonly asked questions

What equipment is needed for the course? You will need to buy an appropriate A-Level calculator and at the least, you must purchase the Casio fx-991 CW. A graphical calculator in the exam is also allowed if you wish which is the Casio fx-CG50.

Is maths hard? Maths is difficult, however, if your key skills are strong and you are willing to put in the time and effort to practice independently and seek support as and when required, you can be successful. Maths is about practice and being structured in the way you work so the more you do, the better you will become.

How much work is involved and what are the expectations?

Lessons will be used to introduce new concepts and ideas. Students then practice these new skills and consolidate understanding with significant amounts of homework tasks. The expectation will be for students to complete at least an hour of independent work for each lesson they have. Practice is fundamental in recognising the finer differences between questions, building on knowledge and to deepen understanding. Students will find that making this time commitment to their study of mathematics is essential in achieving exceptional grades.

MODERN HEBREW

Course Content

Subject Content:

- Social Issues and Trends
- Political and Artistic Culture
- Grammar
- Literacy Texts and Film

Students will study technological and social changes, looking at diversity and the benefits it brings. They will study highlights of Israeli artistic culture, including art and architecture, and learn about Israeli politics including political engagement amongst the young. Students also explore the influence of the past on present-day Israel.

Throughout their studies, they will learn the language in the context of Israel and learn about the issues and influences that have shaped the country. Students will study texts and film and have the opportunity to carry out independent research in an area of their choice.

Assessment

Paper 1: Reading and Writing – 42.5% of A-level

Students will read four stimulus texts adapted from authentic sources, including online sources. Students will translate a passage from Hebrew to English. They will read and respond in writing to an unseen question on one of the research topics published in the specification, and be required to use information from the source linked to the knowledge gained from their individual research.

Paper 2: Writing – 20% of A-level

Students will answer an essay question in Modern Hebrew for each of the literacy texts and the film they have studied.

Paper 3: Listening, Reading and Writing – 37.5% of A-level

Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. Students will translate a passage from English into Modern Hebrew.

Multi-skill task – combines Listening, Reading, and Writing skills. Students will listen to a passage, read a written source, and then respond in writing to an unseen question as they refer to the information in both the Listening and Written source.

Type of work involved:

Study of issues concerning Modern Hebrew-speaking society, reading and listening to authentic Hebrew sources, and analysing and evaluating them. Vocabulary learning and widening of understanding of grammar. Use critical skills to write essays analysing Hebrew-written short stories and a Hebrew-spoken film, Strengthen translation [skills](#).

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

A minimum of a grade 6 at GCSE in Modern Hebrew.

Career/degree paths with this subject:

Languages are highly valued in almost all sectors. Learning Modern Hebrew can benefit you in the IT industry, Business, Politics and Government, International Freight Forwarding, Journalism and Media, International Development, Intelligence and Security, University Research, Teaching, Tourism, and Translation.

FAQs / The three most commonly asked questions:

Is it hard studying Modern Hebrew to A level?

All A levels require hard work, whether you are a native Hebrew speaker or not, studying Modern Hebrew to A level requires an interest and a passion for the subject.

Can I do Modern Hebrew A-level as a fourth subject?

Yes, however, requires approval from both the Head of Sixth Form and the Modern Hebrew Department.

What is the Modern Hebrew A-level reputation in universities?

Modern language studies are valued highly in universities and Modern Hebrew is among them, respected, legitimate, and allows you to enter universities like any other subject.

MUSIC

Course Content

The course is diverse in content, covering Vocal Music, Instrumental Music, Music for Film, Fusions, Popular Music and Jazz, and New Directions. It allows students to study Music as a practical, intellectual and creative subject covering a range of musical styles, with a variety of opportunities for Performance and Composition work.

Students are expected to read and listen around the subject alongside the taught content and to participate in extra-curricular music activities.

Assessment

Component 1: Performing (*Component code: 9MU0/01)

Non-examined assessment: externally assessed 30% of the qualification: 60 marks

Assessment overview:

- A public performance of one or more pieces, performed as a recital
- Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology
- The total performance time across all pieces must be a minimum of eight minutes.
- Performances must be recorded after 1 March in the year of certification and all materials for assessment submitted to arrive by 15 May in the year of certification.

Component 2: Composing (*Component code: 9MU0/02)

Non-examined assessment: externally assessed 30% of the qualification: 60 marks

Assessment overview:

- Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.
- One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least four minutes in duration.
- One composition must be from a list of briefs assessing compositional technique, carrying 20 marks for this component. This composition must be at least one minute in duration, unless the brief specifies a longer minimum duration.
- Total time across both submissions must be a minimum of six minutes.

Component 3: Appraising (*Component code: 9MU0/03)

Written examination: 2 hours 10 minutes 40% of the qualification: 100 marks

Content overview:

- Knowledge and understanding of musical elements, contexts and language
- Application of knowledge through the context of six areas of study, each with two set works, with the exception of Popular Music and Jazz, which has three set works.
- Vocal Music
- Instrumental Music
- Music for Film
- Popular Music and Jazz
- Fusions
- New Directions
- Application of knowledge to unfamiliar works.

Type of work involved

A mixture of coursework and exam assessments. Coursework involves a considerable amount of independent study to ensure work is completed, whilst the exam component requires a combination of in-class and independent work to ensure exam skills are met.

What do I need to know or be able to do before taking this course

You should have an interest in developing your music-making skills and be open to discovering new styles of music both through teacher-led discovery and independent enquiry. Students are likely to have shown a high degree of commitment to music throughout their school career and will be expected to continue this in the Sixth Form through participation in Extra-Curricular activities.

Career / degree paths with this subject

The course could lead to Higher Education studies in Music or Popular Music. It can also provide a qualification for many Arts based degrees. It is highly regarded by many institutions as a result of the balance between practical and theoretical work.

FAQs / The three most commonly asked questions

Do I have to read music and what grade do I have to be on my instrument? Yes, you need to be very fluent at reading Music and around Grade 6 standard on your instrument.

Do I need to be having 1:1 instrumental lessons? Yes – you will need the specific knowledge, expertise and guidance of your teacher in order to be able to complete the Performance module requirements.

Is it hard? Yes, it is. However, we also feel that the course is highly rewarding.

PHILOSOPHY

Course Content

A Level Philosophy is an introduction to philosophical thinking. It covers the same areas as would be covered in a typical first-year undergraduate course, but at a gentler pace, giving a good introduction. A-level philosophy comprises four topic areas: Epistemology, Moral philosophy, The Metaphysics of God & The Metaphysics of mind

Assessment

Paper 1: Epistemology and moral philosophy

Written exam: 3 hours - 100 marks - 50% of A Level

Questions: **Section A** - 5 questions on epistemology; **Section B** - 5 questions on moral philosophy

Paper 2: The metaphysics of God and the metaphysics of mind

Written exam: 3 hours - 100 marks - 50% of A Level

Questions: Section A - 5 questions on the metaphysics of God; Section B - 5 questions on the metaphysics of mind

Type of work involved

An A Level Philosophy course works mainly by getting you to do a lot of thinking. This goal-driven thinking will typically happen in four or five different ways. Getting a grasp on what the ideas are at all and their place in the debate will probably happen through listening to an explanation—perhaps in dialogue—and through reading. Discussion and debate help you clarify and evaluate your grasp of concepts and of arguments (on both sides). Even more important is the extended period of thinking on your own, in which you go over and over an idea until you have the sort of complete and lucid insight into it that enables effective use of it. Finally, writing about an idea clarifies your thinking as well as expressing it, forcing you to think how precision can be achieved, and to come to some conclusions about the issues.

What do I need to know or be able to do before taking this course

People enjoy Philosophy and do well at it from all sorts of backgrounds and mental approaches: Arts, Maths, Humanities, Sciences. You may love precision; you may love opening up of the mind to see in a different way; you may love constructive arguing; you may love refusing to accept things just because someone tells you/on authority/just because others do. The abilities and capacities which will serve you best are things like tenacity and clarity of thought, willingness to listen and to try to understand, concentration and focus. Because Philosophy is not a GCSE subject, and because it is not very much like anything else, everyone starts from scratch. Clear expression is essential to Philosophy, so having done well in an essay subject helps.

Career / degree paths with this subject

Philosophy can also help to support a career in any area that values those skills. Such careers include most professions (law, medicine, the civil service, teaching, journalism, engineering, management, and so on) and many creative areas (writing, art, theatre, film or television, design). Analytic and logical thinking is valued in many new technology sectors, including internet, artificial intelligence, and social media companies. Where Philosophy takes you will depend on what other skills and experience you combine it with.

FAQs / The two most commonly asked questions

What other subjects do students take alongside Philosophy?

Students take all kinds of subjects alongside Philosophy, from English Literature to History, from Chemistry to Physics, from Art to Theatre Studies. Sometimes students take it to contrast to their other two subjects, or for others it is part of a broad-based general programme.

Do you have a lot of debates and discussion in Philosophy? Answer: Yes! With very few exceptions, every lesson will have class discussion and debate, and plenty of opportunity to ask questions and make comments. It's one of the best ways to learn about the subject.

PHOTOGRAPHY

Course Content

This programme will teach the Art of Photography and develop the students' artistic, academic and intellectual capabilities. Students will learn the creative use of 35mm 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'.

Emphasis will be placed on encouraging students to work independently, experimentally and creatively to present personal responses to the 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.

Assessment

The subject is 100% assessed through the coursework produced. There is no final written exam.

The Personal Investigation is 60% of their mark. Candidates are required to develop a personal investigation based on an idea, issue, concept or theme of their choice, supported by a 3000-word written piece.

The Externally Set Assignment is 40% of their mark. AQA provide several different starting points for students to choose from. Students will produce a portfolio of work to creatively explore one of these themes and at the end of the course will have 15 hours under controlled conditions to complete their projects.

Type of work involved

The subject is 100% coursework, with practical activities to capture and develop creative photography which is recorded in portfolios.

What do I need to know or be able to do before taking this course

The course suits creative students who have an appreciation and enjoyment of Art and Photography, and who are highly organised to develop rich portfolios of work throughout the two years.

Career / degree paths with this subject

Photography can be continued at degree level where a broad variety of lens-based media courses are on offer. Additionally, photography is a specific field for a career and the subject has a value in other design and media occupations. Alternatively, photography can provide breadth to one's education and create an area of personal interest for creative expression in the future.

FAQs / The two most commonly asked questions

Do I need to have studied GCSE Photography, Art or D&T?

The answer is no. However students from these areas will have a grounding in the study and presentation of a visually academic subject.

Will I need my own digital and 35mm SLR camera?

The school has both digital and film cameras, but it will be an asset for a student to own and master their own equipment which they can use without any restrictions.

PHYSICAL EDUCATION

Course Content

A Level Physical Education equips our students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. The course will:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Assessment

Theory comprises 70% of the course split into two papers taken at the end of two years of study. The non-examined element comprises practical at 15% and an analysis of performance coursework at 15%.

Type of work involved

In the context of Physical Education, it's important to be prepared for hard work and the need for independent thinking, as the subject places a substantial emphasis on your ability to structure scientific responses using breadth and depth. Additionally, a strong grasp of human biology and fundamental English Language skills, particularly in relation to long answer questions, is required. High level proficiency in a sport is also necessary. You should be competing in a team that plays to a good standard. If you didn't achieve excellent grades in GCSE Science, it's advisable to carefully evaluate whether you should pursue A Level PE, as it rapidly becomes more intricate compared to the GCSE level.

What do I need to know or be able to do before taking this course

You should have a genuine passion for sports and physical activity. A Level PE is academically rigorous but also heavily practical (in your own time), so enthusiasm for the subject is vital.

A good level of personal physical fitness is advantageous. While you don't need to be an elite athlete – you need to be actively participating in competitive sport at a good standard.

Having strong analytical and critical thinking skills is crucial and in addition the course involves a significant amount of written work. Being proficient in constructing well-organised essays is advantageous. Moreover, understanding the human body's structure and function is essential. You'll study topics like muscle and bone structure, the cardiovascular system, and how these relate to physical performance – but in much more depth than you did at GCSE level. You'll also study things like the history of sport and psychology in sport – developing a deep understanding of how athletes learn, develop and cope at the highest levels of sport.

Career / degree paths with this subject

Students can opt to pursue a bachelor's degree in fields like Sports Science, Sports Management, Kinesiology, or related subjects. Alternatively, they may choose to enter the teaching profession by specializing in PE, becoming PE teachers, and shaping the physical education experiences of future generations. Another option is to delve into specific sports specializations, such as sports coaching or sports psychology, to work closely with athletes, enhancing their performance and well-being. For those with a passion for sports coaching and training, A Level PE opens doors to careers as sports coaches or personal trainers. These individuals can acquire relevant coaching certifications and find opportunities to work with local sports teams or athletic clubs. They can become instrumental in the training and development of athletes, helping them achieve their athletic goals. Furthermore, careers in sports medicine and therapy become viable options. Individuals with A Level PE backgrounds can explore physiotherapy, sports therapy, or sports medicine, providing physical therapy, rehabilitation, and injury prevention services to athletes.

FAQs

Will I be at a disadvantage if I haven't done well in science? The short answer is yes – the course is heavily scientific, and you will need a strong foundation to be able to cope with the demands of the course

What have some of the previous A Level PE students gone on to do?

A wide range of things, from studying Sport & Exercise Science, Sports Therapy, Nutrition, Massage, Physiotherapy and Sports Management. Just recently a former A Level PE student came to talk to our students about their job as a Sports Psychologist and the elite athletes she works with.

PHYSICS

Course Content

Topic 1: 'Working as a Physicist' covering experimental methods and data analysis
Topic 2: Mechanics - covering kinematics and dynamics of bodies
Topic 3: Electric Circuits - covering DC electricity
Topic 4: Materials – covering the structural properties of solids and liquids
Topic 5: Waves and Particle Nature of Light – covering wave phenomena and quantum physics
Topic 6: Further Mechanics – circular motion and momentum
Topic 7: Electric and Magnetic Fields – Electrostatic forces, capacitors, magnetic force and induction
Topic 8: Nuclear and Particle Physics- fundamental particles and colliders / detection
Topic 9: Thermodynamics – specific heat capacity and gas laws
Topic 10: Space – Stellar evolution, determining distances and cosmology
Topic 11: Nuclear Radiation – Nuclear fission, fusion and decay
Topic 12: Gravitational Fields – Newtonian gravity and gravitational potential
Topic 13: Oscillations – simple harmonic motion

Assessment:

Paper 1: Advanced physics 1 - 1hr 45m - 90 marks - 30%

Paper 2: Advanced physics 2 - 1hr 45m - 90 marks - 30%

Paper 3: General & practical principles in physics - All topics, 50% of paper on practical/techniques - 2hr 30m - 120 marks - 40%

Practical endorsement: Pass/Fail

Type of work involved

The majority of the work is based on applying basic physics principles to tackling problems of varying difficulty up to the level of A past paper questions and beyond. Practical work is also included to demonstrate the concepts covered.

What do I need to know or be able to do before taking 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.

Career / degree paths with this subject

Physics is one of the university entrance requirements or preferred subjects for not only 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.

FAQs / The three most commonly asked questions

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 a small part of the 'A2' Level units on Particle Physics and Astrophysics.

Do I have to take A level Mathematics to do Physics?

Yes - we ask that all Physics students at JFS also take A level Mathematics as there is a significant amount of Mathematics beyond GCSE in the A level physics course, and without it A level physics is a dead end: you will not be considered for further studies / careers in physics, engineering, etc.

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

There is an advantage to doing more than one Science subject 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.

PSYCHOLOGY

Course Content

At the end of this two-year linear course, you will have insight into your own and other peoples' behaviour. You will be able to critically consider the extent to which theories and explanations are accurate, be able to explain different approaches to understanding behaviour and debate the extent to which varied factors impact behaviour.

Paper 1: Social Influence, Attachment, Memory, and Psychopathology.

Paper 2: Approaches, Biopsychology and Research Methods.

Paper 3: Issues and Debates, Aggression, Relationships and Schizophrenia.

Assessment

There are three 2-hour papers, all of which are examined at the end of the two-year course. Each paper will have research methods questions. Research Methods, as a topic, carries double the weight. The remaining topics are equally weighted.

Type of work involved

You will be adopting a scientific approach to understanding human behaviour. As such, the theories, and explanations you cover will be evaluated in terms of their validity, reliability, and real-world application. This includes the use of quantitative and qualitative skills. You will be assessed on your ability to recall information, apply your knowledge, and evaluate research and theories. The types of questions include multiple-choice, short-answer, application, and essay questions. Your homework will give you sufficient practise in developing these skills. You will also undertake research during the summer of your Year 12 year and submit a report.

What do I need to know or be able to do before taking this course

You need to have a good understanding of the scientific approach, which you will have covered in GCSE science. You also need to feel confident in your maths skills, especially data handling and analysis, and your ability to draft essays.

Career / degree paths with this subject

Psychology is a popular degree course. You do not need to have studied A Level psychology to do a degree in this discipline, but British Psychological Society approved degrees are recommended. Top graduate destinations with a degree in psychology include Human health and social work, Education, Retail/administrative and support, Legal, social, and welfare professions, Business, HR, and finance, Marketing, PR, and sales

FAQs / The three most commonly asked questions

How much maths is there? 10% of each exam paper has maths content. This could be questions on drawing a suitable graph or working out percentage change.

How much science is there? Besides the biological approach and biopsychology, there is no other science topics. However, as psychology is a science, we adopt a scientific methodology when explaining behaviour.

Will I be able to read minds? No

SOCIOLOGY

Course Content

This two-year linear course equips students with a profound understanding of the society they inhabit. It explores how society influences individuals' thoughts, social behaviours, and cultures, and conversely, how people collectively shape their world.

Paper 1: Education - This paper delves into the functioning of the education system and Research Methods- the methodologies sociologists employ in their research.

Paper 2: Families and Households - Examines the dynamics of family life and Social Stratification - Explores the inequalities and divisions within society.

Paper 3: Crime and Deviance - Investigates criminal behaviour and patterns of criminality. Research Methods- sociological research, along with an exploration of various sociological theories and perspectives.

Assessment

There are three examination papers, each carrying equal weight and contributing one-third to the final grade. These exams occur at the culmination of the two academic years in June.

Type of work involved

The course includes a combination of content learned in lessons, debates and discussions, independent research, and essay writing. Students are encouraged to think critically, analyse and evaluate theoretical perspectives, and apply sociological concepts to real-world scenarios.

What do I need to know or be able to do before taking this course

Before embarking on this course, a genuine interest in broader social issues is essential. A basic understanding of British society's historical context from 1945 onward is advantageous. Additionally, a minimum of a Grade 6 in GCSE English Language is required.

Career / degree paths with this subject

Sociology is an established field with a history spanning over 100 years, and major universities boast prestigious Sociology departments. A-level Sociology is highly regarded and opens doors to diverse career opportunities and higher education paths, including law, journalism, civil service, media, social policy, human resource management, teaching, education research and lots more!

FAQs / The three most commonly asked questions

Will this A Level help me get to university?

Absolutely, social sciences have extensive research departments at universities, making A-level Sociology a valuable asset for higher education.

Is it similar to psychology?

While there are some similarities, particularly in the research methods topic, Sociology primarily focuses on society as a whole rather than individual behaviour.

Is it all essay-based exam questions?

No, the exams encompass a variety of question types, including short answer questions across the three papers, providing a balanced assessment approach.

SPANISH

Course Content

The Spanish Edexcel A level course covers 4 different and varied themes relevant to modern Spain and other Spanish-speaking countries:

- recent changes in Spanish society
- political and artistic culture in the Spanish-speaking world
- the rise of immigration and the transformation of Spain into a multicultural society
- the civil war, Franco's dictatorship and the transition to democracy.

There is something for everyone in this exciting and interesting content.

Additionally, candidates will study the following works of film and literature:

LITERATURE - La Casa de Bernarda Alba by Federico García Lorca - a play set at the beginning of the 20th century which explores the themes of repression, passion and conformity through the depiction of a matriarch's domination of her five daughters.

FILM - El Laberinto del Fauno by Guillermo del Toro - a mythical film set after the Spanish civil war, in which the main character interacts with a mysterious creature in an abandoned labyrinth. The film explores a variety of themes through the use of imagery and symbolism.

Assessment

Paper 1: Listening, reading and translation – 2 hours

This exam features a listening comprehension, a reading comprehension and a passage to translate into English.

Paper 2: Written response to works and translation – 2 hours 40 minutes

This exam features a passage to translate into Spanish, a 300/350-word essay on La Casa de Bernarda Alba and a 300/350-word essay on El Laberinto del Fauno.

Paper 3: Speaking – 21-23 minutes including 5 minutes preparation

Task 1: Students discuss one theme from the specification based on some stimulus statements.

Task 2: Having researched a topic of their choice, students present a summary of their research. This is then followed by a wider discussion on the key findings of their research.

Type of work involved

- Learn vocabulary regularly
- Further your understanding of grammar
- Access authentic listening and reading Spanish resources to keep abreast of latest developments in Spanish-speaking countries
- Use critical skills to write essays analysing a Spanish play and a Spanish film, ensuring you select appropriate evidence
- Strengthen your translation skills

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

You must enjoy learning languages. You must have an interest in how languages work and therefore a desire to study grammar, and always look to understand it better. You must be committed to exposing yourself to the language daily through watching TV or films, listening to music, the news or podcasts, and reading articles in the target language. You must also have an interest in Spanish and Hispanic culture.

Career / Degree paths with this subject

Languages can lead to a range of specific careers and are valued highly in almost all sectors. Not only could you go into sectors such as teaching, translation/interpreting and tourism, but languages can benefit you in management consultancy, business, finance, government, charity and international development, and national intelligence and security. Undoubtedly, languages are a unique selling point that will give you the edge over other candidates with similar qualifications.

FAQs / The three most commonly asked questions

Is it hard doing a language to A level?

All A levels are hard, studying any subject to A level requires an interest and a passion for the subject. As a Spanish A Level student, you will need to expose yourself to target language material on a daily basis. You must also be prepared to complete a wide range of independent learning activities to further your knowledge.

Will I be fluent when I finish my A level?

Any student achieving a good grade in a language A level will have a good level of fluency in the language, being able to converse and communicate naturally.

Will I have to read a book in Spanish?

Yes. You will read La Casa de Bernarda Alba in class, where your teacher will provide plenty of support, vocabulary lists and a detailed analysis of each scene. The content of the play will be thoroughly discussed to ensure your complete understanding of the themes, characters and narrative techniques.

THEATRE STUDIES (DRAMA)

Course content

Our A-level Drama and Theatre offers students the opportunity to explore drama as a practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will:

- create, perform and respond to drama and theatre
- develop the creativity and independence to become effective theatre makers
- explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts
- learn how relevant research, independent thought and analysis of live theatre production can inform decision making in their practical work and put this understanding into practice
- experience the ways in which theatre makers collaborate to create theatre.

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for A-level Drama and Theatre is divided into three components:

- Drama and theatre
- Creating original drama
- Making theatre

Assessment

Exam – based on two set texts and evaluation of a live show.

Practical – Devising and scripted.

Written – coursework based on your practical performances.

Type of work involved

Acting , directing , devising, research and analysis of plays and live performances

What do I need to know or be able to do before taking this course.

Ideally GCSE in drama would be ideal, a knowledge of key theatre practitioners and a love for the Theatre.

Career / degree paths with this subject :

Drama, English, history, acting, teaching, directing, drama therapist.

FAQs / The three most commonly asked questions

Do I have to be good at English to do this course?

Not specifically but there is a lot of written work so you need to be comfortable with this.

Will I get to choose my own script to perform?

Yes

Do I get to choose my own groups?

No

Entry requirements:

- Except in exceptional cases, we would expect students to have attained level 4 at GCSE in six or more subjects, including English Language and Mathematics. In addition, students must have met the specific subject entry requirements outlined in Appendix 1 of this guide.
- Vocational/Applied courses can be either single or double awards and these count as one or two 'subjects' respectively.

BTEC 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.

BTEC BUSINESS EXTENDED CERTIFICATE

(Equivalent to one A Level)

Course Content

Business BTEC National Extended certificate (Single BTEC equivalent to one A-level) is a varied and unique course. The content of this qualification has been developed in consultation with schools to ensure that it supports progression to higher education.

Assessment:

Unit 1: Exploring business

Coursework split up into three submissions from five learning aims:

Assignment 1:

A: Explore the features of different businesses and analyse what makes them successful

B: Investigate how businesses are organised

Assignment 2:

C: Examine the environment in which businesses operate

D: Examine business markets

Assignment 3:

E: Investigate the role and contribution of innovation and enterprise to business success.

Unit 2: Developing a marketing campaign

2-hour pre-release

3-hour exam

70 Marks

During the two hour pre-release, learners are shown a case study and have an opportunity to complete research.

The exam is split into two parts:

- Develop a rationale
- Planning and developing a marketing campaign

Unit 8: Recruitment and selection process

Course work unit split up into two submissions from three learning aims:

Assignment 1: A Examine how effective recruitment and selection contribute to business success

Assignment 2: B Undertake a recruitment activity to demonstrate the processes leading to a successful job offer

C Reflect on the recruitment and selection process and your individual performance.

Unit 3: Personal and Business Finance

2-hour exam

80 marks

This assessment focuses on the foundation for financial calculations, business accounting and reporting standards. Along with calculations, learners will be required to interpret, analyse and evaluate the case studies.

Type of work involved

A mixture of coursework and exam assessments. Coursework involves a considerable amount of independent research and completion, with constant tight deadlines to ensure work is completed.

What do I need to know or be able to do before taking this course

BTEC provides the same waiting for UCAS (university applications) as A-Levels. The vast majority of universities accept BTECs as a substitute for A-levels

Career / degree paths with this subject

Higher education courses such as: business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business

A wide range of careers ranging from: banking, sales, product management, general management working in public sector, working in various organisations, working in charities.

FAQs / The three most commonly asked questions

What is the difference between A-Level and BTEC business?

Whereas BTEC follows a more vocational approach, that incorporates similar content with a mixture of exams and coursework, which requires consistency and dedication from students to complete coursework to tight deadlines throughout the two years, with less pressure on exams.

BTEC National Extended Certificate in Sport (Equivalent to one A Level)

Course Content

This course provides an excellent preparation for careers within the sport and fitness industries and can support entry into higher education. It is a vocationally delivered course and therefore develops the skills and knowledge students will need to thrive in a professional sports and fitness environment. Students are assessed through written exams, project practical assessments and assignments based upon real-life sporting scenarios. Leyton has a thriving sport department with outstanding facilities. This course is equivalent to three A levels.

Assessment

Unit 1 – Anatomy & Physiology (Exam)

Unit 2 – Fitness Training Programming for Health, Sport & Well-being (Exam)

Unit 3 - Professional Developments in Sports Industry (Coursework)

Unit 4 - Sports Leadership (Coursework)

50% Coursework 50% Examination

Type of work involved

Units include: Principles of Anatomy and Physiology in Sport, The Physiology of Fitness, Practical Team Sports, Fitness Testing, Fitness Training and Programming, Psychology, Nutrition, Sports Coaching, Current Issues in Sport and Work Experience.

What do I need to know or be able to do before taking this course

It is crucial to exhibit a genuine interest and enthusiasm for sports when considering Sport Btec. This enthusiasm serves as the cornerstone for success in the subject, not only making it a more enjoyable experience but also motivating students to actively participate in coursework. Sport Btec encompasses some difficult theoretical components and approaching it with passion can significantly enhance the overall learning process.

Having completed GCSE PE (Physical Education) or a Cambridge Nationals Sport Studies qualification in school provides a solid foundation for Sport BTEC. These qualifications introduce students to fundamental concepts, skills, and knowledge related to physical education and sports, creating a valuable knowledge base that can be further built upon at the Sport BTEC level.

Furthermore, having prior experience in the realm of sports as a performer, coach, or official is highly advantageous.

Career / degree paths with this subject

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
- being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading technical texts
- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in degrees.

FAQs / The three most commonly asked questions

What is the difference between A level PE and BTEC?

BTEC - split into 4 units, each worth 25% of final grade. 50% coursework and 50% split into 2 exams.

A Level – coursework (15%), practical (15%) and 2 exams (35% each)

Is there any practical in BTEC?

There is no practical element in BTEC. There is no in school practical element to A Level. The video for practical is done independently outside of school.

What else do I need to be aware of?

One of the BTEC exams is still very science based so it is challenging.

WJEC DIPLOMA APPLIED CRIMINOLOGY

(Equivalent to one A Level)

Course Content

Unit 1 - Changing Awareness of Crime: This unit explores different types of crime, the factors influencing public perceptions of crime, and the reasons why crimes go unreported.

Unit 2 – Criminological theories: In this unit, students delve into the complex motivations behind criminal behaviour. This includes an examination of biological, sociological, and psychological factors contributing to criminality.

Unit 3 - Crime Scene to Courtroom: From identifying a crime through courtroom proceedings to the final verdict, this unit provides a thorough understanding of the criminal justice system. Students develop skills to critically evaluate verdicts in criminal cases

Unit 4 - Crime and Punishment: This unit applies students' knowledge of criminality, and the legal process to assess the effectiveness of social control in delivering criminal justice policies. Emphasis is placed on the aims of different forms of punishment in the UK.

Assessment

There are 4 units. Units 1 and 2 are completed in year 12. Units 3 and 4 are completed in year 13. Each one is worth 25% of the overall Diploma, which is graded A*-U

Units 1 and 3 are controlled assessment units – this is an 'open book' assessment which spans over two days. Students apply their knowledge of the unit to several typed tasks. Students can bring in as many notes as they wish. Units 2 and 4 are written exams, taken in the summer term of each year. They are 90 minutes long but do not include lengthy essays.

Type of work involved

Controlled assessment work will involve notetaking and completion of controlled assessment-style tasks through these units. Written exam work will involve revision in preparation for summer exams. Plenty of support will be provided for both.

What do I need to know or be able to do before taking this course

You will need a grade 5 in English Language and an interest in crime- this could be crime reports in the news, documentaries on Netflix or anything in-between!

Career / degree paths with this subject

There are a plethora of careers to enter with a criminology-based degree. These include law, police officer, political risk analyst, criminal profiler, detective, forensic scientists, pathologist, scenes of crimes officer, probation officer, social worker, prison guard and many, many more!

FAQs / The three most commonly asked questions

Is it an A-Level? It's equivalent to one A-Level when applying to university but is called a Diploma. It's worth the same number of UCAS points, is graded A*-U and will get you a place in almost all universities (with a few exceptions, including Oxbridge)

Do students do well on the course? Yes! Our first full cohort who finished in 2023 were one of the top performing centres in the country- A*-A – 62%, A*-B – 85% and A*-C- 100%. Many went on to study law or criminology at university

BTEC MEDIA

(Equivalent to one A Level)

Course Content

To complete the course you need to successfully finish 4 units.

They are:

- 1) **An exam unit** in which you analyse and discuss film, TV, games, magazine and advertising media. (2 hour exam)
- 2) **A Portfolio** in which you plan the creation of a short film (e.g scriptwriting, storyboarding, location scouting, casting).
- 3) **Short film production** (around 5 minutes) in which you shoot and edit your own short film.
- 4) **A media pitch** which asks you to come up with a creative idea for an awareness advertising campaign.

Assessment

Assessment is approximately 50% exam-based and 50% coursework. The exams are held in the first and second years of the course and coursework is submitted and marked on an ongoing basis. This means that work done in the first term of study counts towards the final grade.

Type of work involved

You will learn how to use professional filmmaking equipment such as cameras, tripods and microphones. You will also be given access to the Adobe Creative Cloud suite of products – including Photoshop and Premiere Pro. There are regular practical workshops in which you will develop your media production skills in a range of settings. The coursework and exam components are generally written pieces requiring a good level of English language communication skills – you should be prepared to express ideas and give reasoning for your answers in extended responses.

What do I need to know or be able to do before taking this course

No prior technical knowledge, just an ability to meet deadlines and the willingness to work from Day 1.

Career / degree paths with this subject

Students have gone on to degree apprenticeships with media companies such as Sky and have received credits in recent television productions. Many have gone on to higher education media at creative universities such as UAL and Bournemouth. Students have been nominated for and have won prizes in filmmaking competitions for their productions.

FAQs / The three most commonly asked questions

Will I study social media?

No this is not a topic on the course (Advertising, Music Video, Magazines, TV & Film and Games are the main topics).

Can I create a portfolio through completing this course?

Yes, you will have lots of great practical work and coursework to show off after you have finished your course!

Can I apply to university with a BTEC?

Yes, please check the course requirements (UCAS points) for universities you are interested in).

WJEC Level 3 Diploma in Food Science and Nutrition

(Equivalent to one A Level)

Course Content

- UNIT 1: Meeting Nutritional Needs of Specific Groups
- UNIT 2: Ensuring Food is Safe to Eat
- UNIT 3: Experimenting to Solve Food Production Problems
- UNIT 4: Current Issues in Food Science and Nutrition

Assessment

Units 1 is completed in year 12 and has both internal and external assessment. Each one is worth 25% of the overall certificate grade. Time to complete this internal assessment is 9 ½ hours.

Units 2 and 3 or 4 are completed in year 13. Each one is worth 25% of the overall Diploma. Time to complete Unit 2 internal assessment is 8 hours. Units 3 and 4 must be complete in 12 hours. The paper will be graded Level 3 Pass, Level 3 Merit and Level 3 Distinction. All internal units are controlled assessment units – this is an ‘open book’ assessment.

Type of work involved

A mixture of coursework and exam assessments. Coursework involves a considerable amount of independent research and completion, with constant tight deadlines to ensure work is completed. There is only one external exam unit in year 12.

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. You should be confident with functional and chemical properties of ingredients as well as be able to describe the functions of nutrients in the body. It would be an asset to you if you studied GCSE Science and or Food Preparation and Nutrition.

Career / degree paths with this subject

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates. Learners will gain the required knowledge to be able to use the qualification to support entry to higher education courses such as: •BSc Food and Nutrition •BSc Human Nutrition •BSc (Hons) Public Health Nutrition •BSc (Hons) Food Science and Technology

FAQs / The three most commonly asked questions

Is it an A-Level?

It is equivalent to one A-Level 3 Diploma.

Do students do well on the course?

Yes! Our last cohort who finished in 2022 achieved - Distinction – 66%, Merit – 33% , and Distinction - Pass- 100%

What jobs could I pursue if I continued this at university? Please see above just some of the jobs available!

PATHWAY C: CACHE - T QUAL

Course Content

We are thrilled to be starting the new T Level Qualification in Childcare & Education.

T-Levels are new courses, which will follow GCSEs and will be equivalent to 3 A Levels. These 2-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares students for work.

T-Levels will offer students a mixture of classroom learning and 'on-the-job' experience during an industry placement of at least 315 hours.

They will provide the knowledge and experience needed to open the door into skilled employment, further study or a higher apprenticeship.

The following topics are mandatory:

- Supporting SEND
- Safeguarding, Health, Safety & Wellbeing
- Behaviour Management
- How to work in partnership with parents, carers and other professionals
- Observation & Assessment
- Reflective Practice
- Working with children with EAL

Assessment

Assessment is a combination of internally assessed tasks, externally marked coursework and work-based projects that combine to ensure that the students gain a well-rounded understanding of the role of the early years practitioner and enables them to leave with both theoretical and practical knowledge they can put into practice in their next steps beyond JFS.

Type of work involved

The course combines taught lessons with tasks, coursework and placement-based assignments.

What do I need to know or be able to do before taking this course

5 GCSEs at Grade 4 above including Maths and English

We may request an interview for external candidates

Career / degree paths with this subject

The course is unique in that not only do you leave school with a vocational course that you can use to go straight into work in a childcare setting or school, but it also carries 3 A levels worth of UCAS points which most students use to attend university.

Our students go on to undertake a variety of university courses including

Teaching
Speech & Language Therapy
Nursing/ Midwifery
Occupational Therapy
Psychology/ Child Psychology
Criminology
Childhood Studies
Childhood Nutrition

FAQs / The three most commonly asked questions

What other subjects would you take with childcare?

This is the only course you will take in the 6th form as it counts as 3 A Levels

Can I go to university with this course?

Absolutely, our students attend red brick universities and read a variety of subjects listed above

If I don't want to go to university what options are open to me?

If you don't want to go to university then this course is a wonderful option as you gain a Level 3 in Childcare which you can use to work in a nursery or school. This right to work also enables you to perhaps work and earn money for travelling or a gap year before going to university making it the most versatile course on offer at JFS.

APPENDIX 1 (2024-25)

| Subject | JFS Sixth Form - minimum entry requirements (subject to change) |
|---|--|
| Applied Criminology WJEC Diploma (1 A level equivalent) | English language = level 5 |
| Art & Design (Fine Art) | Art = level 5 |
| Biology | Combined science = level 7/7 min., separate science (triple) = level 7/7/6 min. (7 in subject wanting to study), mathematics = level 7 |
| Business A Level | English language + mathematics = level 6 |
| Business BTEC Extended Certificate (1 A level equivalent) | English language + mathematics = level 4 |
| NCFE CACHE Technical Level 3 Diploma in Childcare and Education | English language + mathematics = level 4 (interview to determine suitability to be working with children) |
| Chemistry | Combined science = level 7/7 min., separate science (triple) = level 7/7/6 min. (7 in subject wanting to study), mathematics = level 7 |
| Classical Civilisation | English Language = level 6 + History = level 6 if studied |
| Computer Science | Computing = level 6 |
| Dance | Dance = level 6 if studied. If not, then evidence of a history of practical dance |
| Economics | English language + mathematics = level 6 |
| English Language | English (both) = level 6 |
| English Literature | English (both) = level 6 (Recommended Literature = 7) |
| Film Studies | English language = level 6 |
| Food Science & Nutrition WJEC Diploma (1 A level equivalent) | English language = level 4 and either science = level 4 or food preparation and nutrition = level 4 |
| French | French = level 6 + English language = level 6 |
| Geography | Geography = level 6 + English language = level 6 |
| Government & Politics | English language = level 6 |
| History | History = level 6 + English language = level 6 |
| Mathematics | Mathematics = level 7 |
| Mathematics - Further | Mathematics = level 9 |
| Media BTEC (1 A level equivalent) | English language + mathematics = level 4 (Class limit of 20) |
| Modern Hebrew | Ivrit = level 6 + English language = level 6 |
| Music | English language = level 6 + Music = level 6 if studied. If not, then grade 5 theory ABRSM |
| Philosophy | English language = level 6 |
| Photography | English + mathematics = level 5 or a grade 5 in a visually creative subject. Students who do not reach the criteria but can demonstrate a portfolio of creative work will also be considered (Class limit of 18) |
| Physical Education | PE = level 6 or Science = level 6/6 if PE was not taken at GCSE |
| Physics | Combined science = level 7/7 min., separate science (triple) = level 7/7/6 min. (level 7 in subject wanting to study). Must be studying mathematics at A level (level 7 GCSE attained) |
| Psychology | Science = level 6/6 + English language = level 6 |
| Sociology | English language = level 6 |
| Spanish | Spanish = level 6 + English language = level 6 |
| Sport BTEC National Extended Certificate | English Language = Level 4 + Mathematics = 4 + Science = 5 |
| Theatre Studies (Drama) | English (both) = level 5 and Drama (if studied) = level 6 |

APPENDIX 2 (subject to change)

| TYPE OF COURSE | GROUP A | GROUP B | GROUP C | GROUP D |
|-----------------------------------|--|--------------------------------|--|--|
| YEAR 12 | Art & Design (Fine Art) | Applied Criminology L3 Diploma | Biology | Computer Science |
| A LEVEL COURSES | Biology | Biology | Business (A Level) | Economics |
| | Business BTEC <i>(1 A Level equivalent)</i> | Chemistry | Business BTEC <i>(1 A Level equivalent)</i> | English Literature |
| | Chemistry | Computer Science | | Further Mathematics <i>(only with Mathematics FM in Group C)</i> |
| | Applied Criminology L3 Diploma | Classical Civilisation | Dance | |
| | and | Economics | Economics | Government & Politics |
| | English Literature | English Language | Government & Politics | Media Studies BTEC |
| | Film Studies | Food Science & Nutrition WJEC | Mathematics | Modern Hebrew |
| | French | Geography | Mathematics FM <i>(only with Further Mathematics in Group D)</i> | Physical Education |
| | Geography | History | Music | Psychology |
| | Government & Politics | Mathematics | Photography | Sociology |
| VOCATIONAL/APPLIED COURSES | History | Physics | Philosophy | Theatre Studies |
| | Mathematics | Psychology | Psychology | |
| | Philosophy | Sociology | Sociology | |
| | Physics | | Spanish | |
| | Psychology | | BTEC Sport | |
| | | | | |

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

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)

APPENDIX 3

Sixth Form Subjects – Examination Boards (2022-24)

AQA

www.aqa.org.uk

Business
Dance
English Language
Theatre Studies (Drama)
Modern Hebrew
Philosophy 7172
Photography
Physical Education
Psychology 7182
Sociology

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
French
Further Mathematics
Geography
Government & Politics
History
Mathematics
Music
Physics
Spanish

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

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
Level 3 Diploma in Applied
Criminology