

# Onwards

We are incredibly proud of our students who leave future ready.

Think about what you could achieve by attending St Joseph's Sixth Form.



## St Joseph's Catholic Academy & Applied Learning College

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**St Joseph's**  
Catholic Academy & Applied Learning College



**Northern Saints**  
Teaching School Alliance



**Northern Saints**  
Catholic Education Trust

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## Prospectus Sixth Form 20/21



**St Joseph's**

Catholic Academy & Applied Learning College

### Key Dates:

November 21st 2019, 6:00pm - 8:00pm  
Sixth form Open Evening

November 2019  
Applications for sixth form open

August 20th 2020  
GCSE results day and enrolment for sixth form

May/June 2020  
GCSE Exams

# Welcome

At St. Joseph's Sixth Form College our aim has always been to provide a welcoming learning environment providing academic and vocational courses and enrichment opportunities which support students to realise their full potential, their hopes and dreams.

We have a strong work ethic and work hard to support students to challenge themselves both academically and as a member of society. Our ethos is at the route of what we do.

We have an excellent range of courses to suit different pathways making sure that students can find the subjects to get them where they want to be. St Joseph's is full of opportunities to enhance subject learning including links to universities and local business to help individuals to reach their goals and full potential.

The pastoral team at St Joseph's have many years of experience. Students are supported by an understanding and experienced tutor, Pastoral Leaders and the Head of Sixth Form. We have systems to ensure that problems are recognised quickly and action is taken to put things right before it is too late. Everyone is provided with every chance to succeed.

We are extremely proud of our Sixth Form here at St Joseph's and are excited to be moving forward to realise what we can achieve working together.



**Mr T. B. Tapping**  
Executive Headteacher



**Mrs G. Kilgour**  
Chair of Governors



**Mr P. Mitchell**  
Head of School

# Enrichment

Enrichment is an essential element to help our students to be future ready for their next stage in life. All students take part in an enrichment programme starting in Year 12.

## **Aspirations Programme:**

This taught programme utilises strong links with Sunderland, Northumbria and Newcastle Universities providing opportunities for students to gain work experience, employability skills, interview experience and experience undergraduate lectures alongside the traditional A Levels.

## **General RE:**

The General RE programme allows students in Year 12 and 13 work towards internal awards. The content has been planned to give students challenges to work towards, and are planned to build their employability skills, help those in our parish communities and be something they could include on their UCAS form and discuss at university interviews. Outside agencies are used at key elements to promote thought and deliver expertise information about specialist subjects.

## **Work Experience:**

All Year 12 students spend a week in work placements in the summer term. We also encourage and give guidance to individuals looking for regular volunteering placements.

## **Student Chaplains:**

A member of our sixth form leads the student chaplain programme which requires students to give up some of their free time to help those in need and become ambassadors of Faith at St Joseph's. Students mentor the year 7 Faith in Action group. Some of the enhancement projects include launching exciting projects like care home visits, care parcels, candle making for the housebound, faith and ethos journalism and prayer writing.

## **Peer Support and Buddies:**

An opportunity to support students lower in the school with literacy while developing confidence and communication skills.

## **MOOC's:**

MOOCs don't always lead to formal qualifications, but they do mean students can gain knowledge in all sorts of areas - whether they want to support your career or are exploring personal interests.

## **Links to Local Universities and Industry:**

St Joseph's has established links with all local universities. These support students with employability skills, preparation for interview and applications and help students to make informed choices.

# In 2019...

Results were excellent with an impressive 20% of our students gaining one or more grades at A and above. This led to successful entry to university courses with over a quarter of our students accepted into Russell Group Universities.

Students have gone on to study medicine, nursing, engineering, journalism, maths and law to name a few.



**Mrs S. Lewis-Dale**  
Head of 6th Form

*“ Being Head Girl has opened many opportunities for me to give back to the community that has supported me for so long. Working with my peers and organising events around school has been an absolute joy and it is a privilege to be surrounded by such a hardworking and brilliant group of people. Although at times studying A-Levels has been challenging, the lessons I have learned at St Joseph’s, both literally and metaphorically, have helped me to grow into the person I am today. I know that for as long as I am at St Joseph’s that I am cared about and supported everyday. ”*



**Niamh Ennis**  
Head Girl

*“ Creativity and individuality have always been encouraged at St Joseph’s, it’s a part of the reason why I’ve always felt at home here. I’ve been with this school for the past 7 years of my life and these virtues have remained the same throughout all the changes the school has undertaken; it inspired 11-year-old me and it continues to inspire 17-year-old me in present day which in turn enabled me to become Head boy. Being Head boy of the school in my final year truly is an honour, after years of being encouraged and supported by my teachers and peers, I am finally able to give support and inspiration back to everyone else. ”*



**Jb Dagdag**  
Head Boy

# Mission Statement

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Inspired by God's love and aspiration that each member of our School Community lives life to the full, we commit ourselves to the following aims:

## Prayer, learning and humour

- We will create opportunities for prayer and spiritual development which are relevant to our community and the world in which we live.
- We will create an inspiring learning environment through which our curriculum will be delivered in exciting and motivating ways.
- We will promote enjoyment and happiness through supportive interpersonal relationships and quality enrichment activities.

## Hard work, faith and friendship

- We will develop positive attitudes to learning so that students are able to meet challenges with resilience and go on to make outstanding progress.
- We will promote opportunities which make connections between faith and life, exploring both the Catholic faith and the diversity of other faiths in our community and the world.
- We will create a supportive and caring community which is attentive and responsive to the needs of all, especially those who are vulnerable.

## Respect

- We will respect one another and uphold the school's policies and practices which underpin our learning community.

## Use our gifts and encourage each other

- We will nurture the God-given gifts and talents of each person to support them in achieving success both in school and beyond as lifelong learners.
- We will ensure that our school plays its full part in contributing to the many partnerships to which we are committed.

## Peace

- We will create a safe environment where all can grow and develop supported by our commitment to the Gospel values of justice and peace.



# Choosing the right course

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Choosing the right course is very important. These questions may help you think about a choice which is suited to your strengths and individual needs.

## 1. Strengths and Weaknesses

- Have you discussed your preferred choice of subjects with your subject teachers?
- Do you feel comfortable with your chosen subjects at GCSE and are able to continue with them to a higher level?
- Are you likely to get the subject specific grades required to succeed at Key Stage 5?

## 2. Interest and Enjoyment

- Have you demonstrated a genuine interest in a proposed subject?
- Can you think of ways you have shown your interest outside your lessons?

## 3. New Subjects

- If you are considering a subject completely new to you, what are your reasons for wanting to take it?
- Do you know what the subject involves or relevant skills needed?
- Have you considered the possible consequences of taking more than one completely new subject?
- Have you spoken to the staff who teach that subject?

## 4. Career or Higher Education Course Requirements

- If you have a career or higher education course in mind, does your choice of subjects comply with entry requirements to your chosen course?
- Have you researched current requirements first hand from, for example, the universities publications, admissions officers and careers literature?

## 5. Skills

- Do you know what sort of study the course contains, e.g. does it involve practical work, numeracy, problem solving, essay writing, out-of-school activities?
- Do the skills you will practise reinforce or complement those in your other subjects?

## 6. Unhelpful Questions

- Which teachers do I like?
- What are my friends doing?

# Why Choose St Joseph's 6th form?

## Wide choice of Courses

At St Joseph's we pride ourselves in the ability to offer subjects in both traditional academic and vocational pathways. Students take options in three Level 3 subjects often combining A levels and Btec courses to suit their skills and careers pathways. In addition to this we have an extensive enrichment curriculum developed from our Aspirations programme. This has proved particularly successful in building confidence for students all students particularly those looking to follow Higher Degree level Apprenticeships in fields such as Engineering and IT

## Pastoral Care

You will be supported by a team of tutors and Head of Year who will take you from Year 12 to 13. This means that you will have help and advice from someone who knows your strengths, skills and areas for development. Everyone is provided with every chance to succeed.



## Careers

**Career Vision:** St Joseph's school is founded in its mission to support each member of our community to live life to the full. Our students leave St Joseph's resilient, confident and well-rounded individuals with the knowledge to make informed future choice. Driven to success by clear goals, they are outward facing members of society making positive contributions.

Building on the comprehensive programme lower in the school we start early in year 12 to ensure that all students are aware of the different routes into further education and careers. They will receive information during Assemblies, General RE, Subject areas, engagement with local employers and through trips to local Universities and Careers events.

## Assessments

Each student is given a target grade which take into account their results in Year 11. Work is taught in ten week modules to support students and parents in regular updates about progress. These assessments are used by staff to review students' current performance and shape their programme of study.

## Bursary

The 16 to 19 Bursary Fund helps disadvantaged students pay for things they need to support their education. These may include travel pass, books, equipment, trips to university open days. The amount you get can vary. You apply through school at the start of your studies.



## Art and Design

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Studying Fine Art at advanced level is designed to encourage an adventurous and enquiring approach to the subject. The main thrust of the programme focuses on developing and extending personal, creative, intellectual and practical skills and powers of communication in a visual form.

St. Joseph's Art Department is a successful centre for the development of the visual arts which provides students with opportunities to learn to produce work of real quality. Our teachers are committed, inspirational, demanding and fun and students are given individual attention and appropriate levels of support and guidance to enable them to produce high quality outcomes. Our scheme of study is a blend of practical projects and relevant theory so that students can explore various art forms.

## Course Content

### Personal Portfolio:

You will need to gather resource material for a project based on a personal issue or negotiated theme. You must develop a creative response to the personal research you have carried out in sketchbooks. For this unit you will be expected to explore a wide range of media, processes, techniques and technologies. You are expected to continue to develop your knowledge, skills and understanding, whilst developing your own art work. In this project you must produce a portfolio of work, based on your observations, further research and the development of your ideas. In addition, you are required to produce a related well-illustrated personal study of approximately 1,000 - 3,000 words. This should be a detailed study based on a particular issue or theme in which you have become interested during the course. It is expected that you will approach this study in a more focused and analytical way.

### Controlled Assignment:

The Controlled Test consists of a range of questions set by the examination board to be used to a successful conclusion.

## Higher Education/Career Prospects

This course can lead on to a wide range of higher education courses including: Fine Art, Graphic Design, Illustration, Textiles, Fashion Design, Architecture, Theatre and Costume Design, 3D Design, Sculpture, Ceramics, Jewellery Design, Interior Design, Photography, Film and Animation, History of Art, Design and Film. There are a range of career opportunities including, art and design, crafts, fashion, film industry, museum and gallery work, photography, printing, publishing, teaching, television and radio and theatre.



# Biology

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Biology is a subject about us and our world. In the Sixth Form it aims to explain how animals and plants live and grow, and shows how they depend on each other to survive. Biology examines how we can use the latest developments in research to improve the quality, health and understanding of our lives.

A Level Biology is a subject with content close to recent developments but more importantly relevant to our world. If you are thinking of a career in the medical field, working with animals or studying ecological matters then Biology would be essential.

You can see the detailed subject content in the A Level specifications at:  
[aqa.org.uk/biology-guide](http://aqa.org.uk/biology-guide)

### **Practical**

We will provide a list of practical activities that students must carry out. Exam questions will be based on these practicals. We will also signpost further opportunities for practicals throughout the specification.

### **Year 12 Study**

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

### **Year 13 Study**

5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and eco- systems
8. The control of gene expression

### **What will this involve?**

Biology students are preferred to possess at least two 7 grades in GCSE Science and GCSE Additional Science. If you have studied Triple Science then a 7 grade in GCSE Biology is required with at least 7 grades in GCSE Chemistry and GCSE Physics.



## A Level Business/BTEC Extended Certificate Business

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Business forms an important backdrop to the world around us. Our subject content enables learners to investigate different types and sizes of organisations in various business sectors and environments, drawing on local, national and global contexts.

You will develop a broad understanding of business and enterprise and be aware of the opportunities and threats of operating in a global marketplace. You will become familiar with current issues in business and be able to investigate, analyse and evaluate contemporary business issues, whilst recognising how businesses adapt to operate in a dynamic business environment.

You will gain an understanding of the important role played by small businesses in the economy and the opportunities that exist for entrepreneurs, as well as the importance of established businesses and not-for-profit organisations in providing goods and services.

**There are two routes to taking Business Studies - one involves assessment through 100% examination, the other has a mix of assignments and exams; one an A Level the other a BTEC.**

### A Level

Over the two years you will study three component areas; these begin by investigating the theories and practices of small business organisations and culminate with global organisations.

**Business opportunities and Functions** focuses on new business start-ups and SMEs and is based around the concept of starting a new business and the issues that surround the process of planning a new business. You will consider the core functions of business to ensure businesses succeed in competitive markets.

**Data analysis and strategies** focuses on using analytical techniques to develop business strategies; you will use a range of decision-making models to investigate business opportunities and problems in a number of different contexts and evaluate a range of quantitative and qualitative data to suggest possible strategic responses from businesses.

**Business in the changing world** focuses on how businesses adapt to succeed in a dynamic external environment. The business world never stands still and there are continuous opportunities and threats to businesses of all sizes therefore understanding that

regardless of size, businesses now operate in a global marketplace and they need to consider a wide range of external factors that affect their day-to-day activities, decision-making and strategy.

### BTEC

Over the two years you will study four modules; these include the two externally examined units Developing a Marketing Campaign and Personal and Business Finance in the first year before concentrating on the coursework elements Exploring Business and Recruitment and Selection Process.

**Developing a Marketing Campaign** allows you to see marketing as a dynamic field and how it is integral to a businesses' success. You will develop the skills and knowledge needed to be successful in the field of marketing.

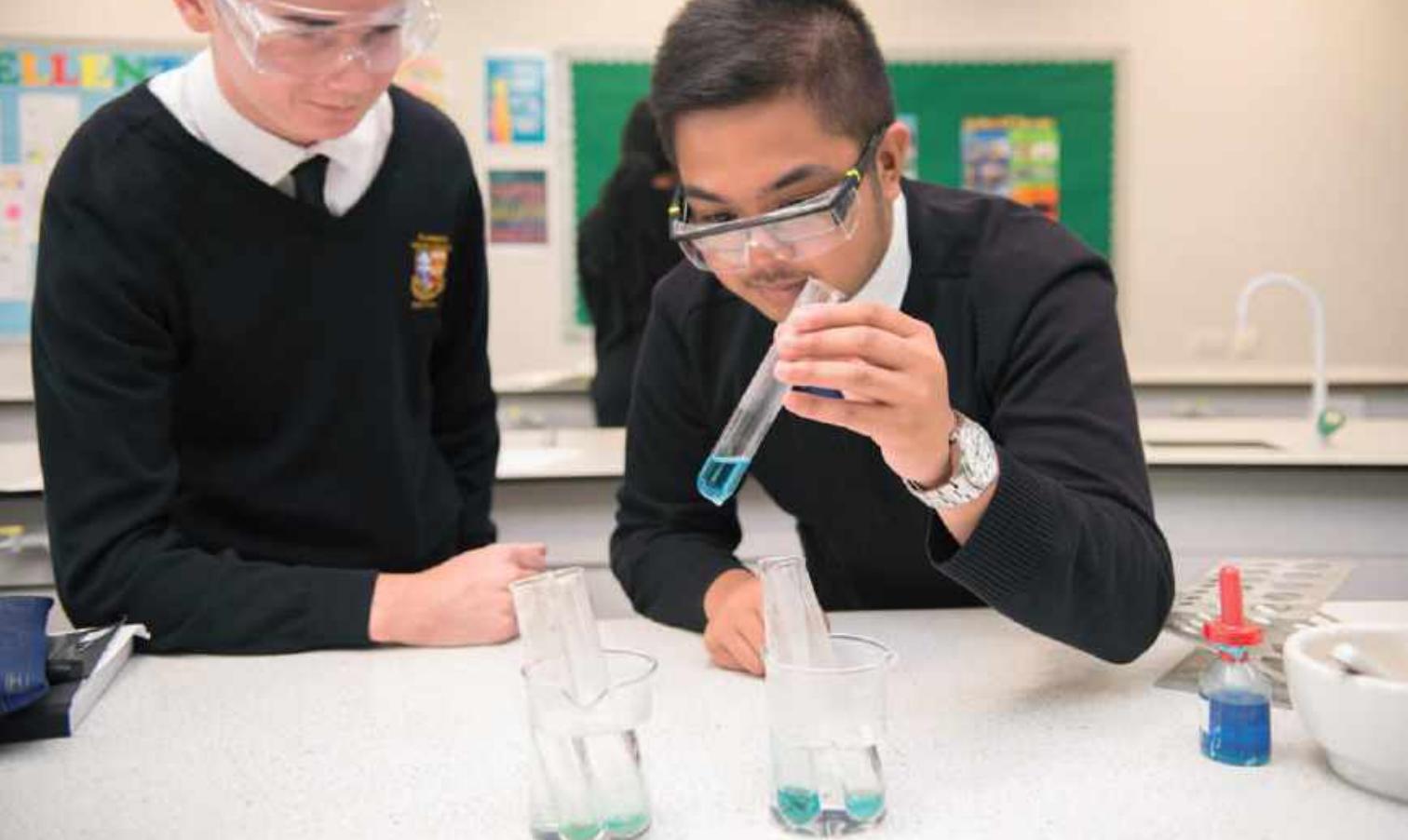
**Personal and Business Finance** will give you the ability to manage money which is crucial to both yourself as an individual and to keep businesses out of difficulties. Managing your money will help you achieve future objectives and dreams and ensure business survival.

**Exploring businesses** will see you study purposes of different businesses, their structure, the effect of the external environment, and how a business must be dynamic and innovative to survive.

**Recruitment and Selection Process:** employees are the most important resource in most businesses, influencing the success. You will be involved in the recruitment process from planning, advertising, selecting and offering the job to the successful candidate.

### Careers/Higher Education pathways.

Both courses are excellent stepping stones into Higher Education and the route to employment. Studying business provides you with the transferable skills of analysing and evaluating data, giving you the confidence to provide judgements. You will have opportunities to work in a team and improve your presentation and research skills; key employability skills to support you in the future.



# Chemistry

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Chemistry is a challenging and practical subject with clear links to real life jobs, including medicine, veterinary science, engineering, forensic science, laboratory work and many more.

Chemistry is an excellent subject for developing the transferable skills that can be applied to further study in other subjects. The course builds on many of the concepts studied at GCSE.

Students will study inorganic, physical and organic chemistry and chemical calculations in greater depth. Students will also carry out a series of 12 compulsory practicals to lead to a practical skills endorsement. Students will have the opportunity to carry out some of these practicals in a University environment.

### Course Content

#### Practical:

Students will undertake 12 practical activities. Exam questions will be based on these practicals. There will also be further opportunities for practical skill development throughout the 2 year course.

#### Course structure:

The specification is taught as the traditional three branches of physical, inorganic and organic chemistry.

#### Year 12 study will include:

- Physical Chemistry - Including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier's principle.
- Inorganic Chemistry - Including periodicity, Group 2 the alkaline earth metals, Group 7(17) the halogens.
- Organic Chemistry - Including introduction to organic chemistry, alkanes, halogenoalkanes, alkenes, alcohols, organic analysis.

#### Year 13 study will include:

- Physical Chemistry - Including thermodynamics, rate equations, equilibrium constant ( $K_c$ ) for homogeneous systems, electrode potentials and electrochemical cells.
- Inorganic Chemistry - Including properties of Period 3 elements and their oxides, transition metals, reactions of ions in aqueous solution.
- Organic Chemistry - Including optical isomerism, aldehydes and ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy, chromatography

We have great links with Newcastle and Sunderland Universities. Our students have attended revision seminars in the University prior to their exams to support their learning. In the Summer term we have a 'student experience day' where Chemistry students experience the life of an undergraduate. This includes completing a first year undergraduate practical in the teaching laboratories.



# Computer Science

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Like it or not you're living in the digital age. Computer programmes have all but infiltrated every aspect of our lives. Computer scientists theorise, design, develop, and apply the software and hardware for the programmes we use day in day out.

Every industry uses computers so naturally computer scientists can work in any. Problems in science, engineering, health care, and so many other areas can be solved by computers. It's up to the computer scientist to figure out how and then design the software to apply the solution.

### Course Content

#### Computer Systems (01):

- The characteristics of contemporary processors input, output and storage devices
- Software and software development
- Exchanging data n Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

#### Algorithms and Programming (02):

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

#### Programming Project (03):

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

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

### Careers/Higher Education pathways:

Many students go on to University, successfully taking Computer Science as a degree. From games developer to manager of IT and communications services, you'll have a range of opportunities open to you as a computer science graduate. Computer Science is also very useful for courses in the area of Engineering, Business Management, Maths and Science. Many local companies are now offering Higher Level Apprenticeships in IT / Computing and these are an increasingly attractive option for many students.



## Design Technology

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Design shapes our world and studying this course will give you the opportunity to develop your creative, technical and practical skills by product investigation, design and manufacturing activities.

You will also develop your knowledge and understanding of a wide range of materials and processes used which is important so that you can understand how products can be designed and manufactured. You also learn about industrial and commercial practices, and the importance of quality checks and the health and safety issues when making products.

## Units

### **Unit 1 – Core technical principles:**

Pupils investigate materials and their applications within design including consideration of efficient material usage, designing for manufacture, maintenance and repair. Product Development is analysed particularly relating to ergonomic and anthropometric user constraints, health and safety and feasibility studies. Learners also develop their digital designing skills and research effective design illustration, intellectual property and marketing.

### **Unit 2 – Core designing and making principles:**

Learners analyse existing products reflecting on the historical, cultural and legal influences on designers. A range of design methods are examined and learners contemplate the impact of effective project management, in addition to the importance of selecting appropriate tools and processes, to effect safe and responsible design and manufacture of products.

### **Unit 3 – Additional specialist knowledge:**

Focussing on experiential learning, pupils consider a broad range of materials and manufacturing methods, scrutinising the material properties which influence selection and use in products and how systems are established to ensure total quality management and just in time manufacture.

## Assessment

Examination 1 is a two-hour examination which focuses on core technical principles and core designing and making principles. The 100 mark paper is made up of a mixture of short answer, multiple choice and extended response questions and counts for 25% of the overall qualification. Examination 2 is a two-hour examination which focuses on specialist knowledge, technical and designing and making principles. The 100 mark paper is made up of a mixture of short answer, multiple choice and extended response questions where candidates are required to analyse an existing product and discuss commercial manufacture. The paper counts for 25% of the overall qualification.

In addition to the two examinations, pupils undertake a non-exam assessment where they produce a design portfolio and a final manufactured prototype based upon a substantial design and make task. This 100 mark assessment takes 45 hours throughout the course and counts for 50% of the qualification. Within this assessment, candidates are required to demonstrate practical application of technical principles, designing and making principles and specialist knowledge.

## Potential career opportunities:

Future pathways from this course are very varied covering a range of sectors including telecommunications, aerospace, space technology and exploration, civil engineering, architecture, interior design, robotic, graphics and advertising, public relations and event organisation, automotive design, construction and many more.



# Engineering

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Engineering underpins all products and services globally. Offered as a single award qualification, this course will give you generic, transferable skills which allow you to pursue a broad range of engineering pathways.

You will undertake four separate modules covering a range of technical skills and industrial practices.

### **Unit 1**

A two-hour examination. The 80 mark paper is made up of a mixture of mathematics and physics questions which focus on engineering principles and their applications within given design scenarios.

### **Unit 2**

An internally assessed project based team engineering task. Learners must work together, communicating effectively to complete the design and manufacture of a specified product considering effective people management, health and safety and appropriate material and process selection.

### **Unit 3**

Externally assessed through a set task completed under supervised conditions. Learners are given a case study to prepare two weeks in advance before a supervised period of ten hours where they will follow a standard development process interpreting a design brief, generating initial ideas, preparing a design proposal and evaluating it against appropriate design and engineering requirements.

### **Unit 9**

A work experience module which has been selected in order to allow students to focus their studies into a specific area of interest, or to explore their future career opportunities. Areas where work experience may be considered include specialised engineering in a broad range of local companies, Computer Aided Design and Manufacture, Welding, Machining processes and Fabrication.

### **Potential career opportunities:**

The breadth of this course means that the full range of engineering career options are available to learners including telecommunications, aerospace, space technology and exploration, civil engineering, architecture, robotics, automotive design, construction, marine engineering and many more.



## English Language

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A Level English Language is a subject which will absolutely take your breath away. Have you ever thought about the physicality involved with actually producing words? How your brain, tongue, teeth, lips, airways and vocal cords have to operate at such a speed to produce noises that we now recognise as words?

Have you ever considered why people have different accents? How the weather can impact on your dialect? Did you ever consider that gender plays a significant role in how we verbally 'behave' within conversation? Or how technology is one of the driving factors of language change?

A level English Language is an absolutely fascinating subject and one which will enthral you from day one until the end.

### **In year 12, you will study:**

- A bridging unit from GCSE which develops analysis, interpretation and understanding of language levels within vocabulary, grammar, graphology, discourse and pragmatics. If you thought grammar was boring, then this will absolutely astound you how exciting and bewitching it truly is.
- Child Language acquisition study of the early stages of children's spoken language development. Have you ever considered how children learn to speak? Do we simply repeat what we hear? Or is there more to it? Do all babies around the world undergo the same language stages at the same time? Are all babies' cries the same regardless of which country they are born into? It is these types of questions which drive the study of this core concept of language.
- Sociolinguistics, including Sociolect, idiolect, dialect in addition to diversity, focusing on occupation; gender; ethnicity.

- Two pieces of coursework: one piece of original writing based on an existing style model. A second piece of language investigation where students individually study and analyse language use which interest them.

### **In year 13, you will study:**

- Child Language Development within writing and reading. This unit develops your knowledge from year 12 in considering how children learn to write and how they learn to read.
- Language diversity, including: world Englishes; language change; diversity; and computer and media communication. Here, you will investigate how language has changed over the past 1,000 years! As well as how English speakers around the world use grammar and lexis differently and, more importantly, why. And, of course, how technology has significantly adapted and shaped our language.

**At the end of year 13 you will sit two external examinations. You will also submit two pieces of coursework in the December of year 13.**

We consistently strive to enhance the curriculum of English Language through opportunities outside of school. In particular, we endeavour for students to have a residential in an inspirational landscape to stimulate original writing for their coursework. Additionally, you have the support of a highly knowledgeable and experienced team of staff who will guide you, support you and challenge you, every step of the way!



# English Literature

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Whether you love the analysis and critical skills of literature or the eccentrics of drama in all its flamboyance, English Literature has it all.

Together we explore some of the greatest works of literature and provide you with the opportunity to showcase your skills with both unseen poetry and prose extracts which provide the platform to highlight your ability in all its glory. The freedom of coursework enables students to take control of their literary learning and write a piece unique to their own personal interests.

### Course Content

#### In year 12, you will study for AQA specification A paper 1, Love Through The Ages:

- William Shakespeare's 'Othello, the Moor of Venice'. The play follows the premier villain from Shakespeare, Iago, and follows his psychological assassination of the great General Othello. The play is one of Shakespeare's four tragedies and never fails to entice and mesmerise.
- Emily Bronte's 'Wuthering Heights'. A classic novel following a cycle of love triangles; violence; failed marriages; entrapment and, ultimately, true love. One of the greatest love stories ever written (and at no point is it a stereotypical love scenario), set in the wild and free Yorkshire moors which serves as the perfect backdrop for our protagonists who refuse to be mild or tamed in any way.
- A selection of pre-1900 love poetry (do not for a second think this is cliché romanticised poetry). This selection considers the chase of the unattainable love; loving the wrong person; how people abuse love; the loss of love; lust and its consequences.
- Unseen poetry
- One piece of comparative NEA (coursework).

#### In year 13, you will study for AQA specification A paper 2A, Texts in shared contexts: WW1 and its aftermath:

- David Haig, Our Boy Jack. Inspired by Rudyard Kipling's poem My Boy Jack, the play follows the tragedy of Kipling whose son died during the First World War.
- Pat Barker, Regeneration. A historical and anti-war novel which includes real life characters at its heart: Siegfried Sassoon, Wilfrid Owen and their psychiatrist William Rivers. The novel follows the characters during their time at the psychiatric hospital Craiglockhart which is near Edinburgh. A fascinating novel which is impossible to put down, particularly given the haunting truths it presents.
- A collection of the war poems of Wilfrid Owen. A classic analysis of the greatest war poet of all time.
- Unseen prose

We endeavour to enhance our curriculum through additional learning opportunities outside of the classroom. Wherever possible, we attend local theatre productions, we regularly attend university level lectures of our core texts and we even go to Yorkshire, the home of Emily Bronte, in order to deepen our understanding of the sensational and isolated writer.

### Who should I speak to

#### Mrs C. Curry

Acting Assistant Headteacher and Curriculum Lead of English. [curryc@stjosephs.uk](mailto:curryc@stjosephs.uk).



# Geography

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Never has there been a better time to be studying Geography. It is a subject that is never out of the news. Whether it is a natural disaster wreaking havoc across portions of our globe; or we witness, through news, millions starving; it is Geography that helps human beings make sense of what seems like catastrophe.

“It is a subject that helps young people into work. Many employers prize the knowledge and skills that studying Geography can provide and Geography in higher education is thriving. Geography students are among those gaining greatest satisfaction from their studies, and Geography graduates have a relatively low level of unemployment. It’s no wonder there is a growing demand to study the subject at university.”

**Michael Palin**

*President of the Royal Geographical Society*

Nationally, the numbers of students studying Geography continue to rise. Only 5.8% of geography graduates were still job-hunting six months after they graduated, against an average of 7.3%.

### **Year 12:**

#### **Physical Geography:**

Glaciated landscapes

#### **Human Geography:**

Changing places & Contemporary urban environments

#### **Geographical Investigation:**

Residential field trip to collect data for your coursework

### **Year 13:**

#### **Physical Geography:**

Tectonic hazards & Weather and Climate

#### **Human Geography:**

Economic growth and challenge in India

#### **Geographical Investigation:**

An individual investigation into any one aspect of the specification. Completed as coursework.

### **Careers/Higher Education pathways.**

A Level Geography can lead onto a wide range of careers and further qualifications in both the arts and sciences. Aid agencies, Travel Journalism, Town and Country Planning, Transport Management, Property Researcher, Business Consultant, River and Flood Management, Environment Agency, Education, Research, Local Government, Forest Enterprise, Meteorological work.

Geography also gives students good prospects into other non related careers such as: Accountancy, Law, Police and Armed Services, due to the skills, analytical and data handling techniques learnt through the subject.



# Health and Social Care BTEC Single

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The Extended Certificate is designed to provide knowledge and understanding of this vocational area. It is an ideal course for students who want a broad background in Health and Social Care, which will allow them to progress onto further / higher education, training and employment.

Pearson BTEC Level 3 National Extended Certificate in Health and Social Care (Equivalent to 1 A Level).

This qualification is for learners who are interested in learning about health and social care. It is equivalent in size to one A Level. Assessment for this qualification will be two examinations and two pieces of internally assessed coursework.

### Units include:

- **Human Lifespan Development**  
- **Exam unit (1 hour 30 minutes)**  
Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.
- **Working in Health and Social Care**  
- **Exam unit (1 hour 30 minutes)**  
Learners explore what it is like to work in the H&SC sector, including the roles and responsibilities of workers and organisations.
- **Meeting Individual Care and Support Needs**  
- **Assignment**  
Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

- **Supporting Individuals with Additional Needs**  
- **Assignment**  
Learners explore the role of H&SC services in providing care and support to individual with additional needs.

- **Physiological Disorders and their Care**  
- **Assignment**  
Learners explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users. Disorders covered include diabetes, Parkinson's disease, asthma, cancers and rheumatoid arthritis.

### What next after BTEC?

- University e.g. nursing, primary education, social work, physiotherapy, dietetics, public health
- Health, social care and early years apprenticeships
- Trainee caring roles e.g. care assistant in a residential home or a home carer



## Health and Social Care BTEC Double

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This is an ideal course for students who would like to work in one of the Health, Social Care, Children and Young People or Justice Sectors. This could lead to working in a wide range of care settings including hospitals, nursing homes, elderly residential homes, schools, nurseries and prisons.

Pearson BTEC Level 3 National Diploma in Health and Social Care (equivalent to two A-levels).

The Diploma is equivalent in size to two A-levels. Assessment for this qualification will be two examinations and six pieces of internally assessed coursework.

### **Units from the Extended Certificate PLUS:**

- **Principles of Safe Practice in Health and Social Care**

- **Assignment**

- Learners explore the importance of safe working practices, safeguarding procedures and responding to emergency situations in H&SC settings.

- **Enquiries into Current Research in Health and Social Care**

- **Task set and marked externally by Pearson**

- Learners explore the methodologies of contemporary research and investigate the implications for H&SC practice and services. Learners will consider the purpose of research, how it is carried out and the importance of research for improving the wellbeing of those using H&SC services.

- **Promoting Public Health**

- **Assignment**

- Learners explore the aims of public health policy and the current approaches to promoting and protecting health and encouraging behaviour change in the population.

- **Physiological Disorders and their Care**

- **Assignment**

- Learners explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users. Disorders covered include diabetes, Parkinson's disease, asthma, cancers and rheumatoid arthritis.

### **What next after BTEC?**

- University e.g. nursing, primary education, social work, physiotherapy, dietetics, public health
- Health, social care and early years apprenticeships
- Trainee caring roles e.g. care assistant in a residential home or a home carer



# History

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History is a fascinating subject. Every aspect of modern life has been influenced by what has come before and the two main topics of study at A Level highlight many of the key issues faced by governments and people in the past.

In the Russia element of the course there is the opportunity to investigate the creation of a dictatorship in the Soviet Union, by two of the most important people in modern history, Lenin and Stalin.

The Tudor section of the syllabus offers an exploration of the reigns of Henry VIII and Elizabeth I, along with several defining moments in British history such as the defeat of the Spanish Armada.

There is also a chance for each student to investigate a period of their own interest while completing the coursework module.

### Year 12

#### **Russia 1917-1929:**

The revolutions of 1917, Lenin, Stalin's victory in the leadership struggle.

#### **The Tudors 1485-1547:**

The establishment of the Tudor dynasty by Henry VII, the reign of Henry VIII including the Reformation.

### Year 13

#### **Russia 1929-1953:** Exam worth 40%.

The dictatorship of Stalin, the USSR during WWII and its aftermath.

#### **The Tudors 1547-1603:** Exam worth 40%.

The reign of boy king Edward VI. The part played by "Bloody" Mary in the mid-Tudor crisis. Elizabeth I - domestic and foreign developments.

#### **Historical Investigation:** Coursework worth 20%.

Each year two students are selected to visit Poland as part of the Holocaust Educational Trust "Lessons from Auschwitz" programme. The students engage in seminars involving discussion with an actual survivor of the camp before participating in a guided tour of the Auschwitz site. Upon their return they complete a project which can be used as credit towards a university degree. The History Department consistently achieves excellent results and offers an extensive support network for learning and progress.



## Law

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The study of A Level law is a complete course in itself and is designed for all students, whether or not they intend to take the subject further. Law is fascinating; a constantly changing subject that shapes and impacts our everyday lives.

Students from St. Joseph's have gone on to study Law at Cambridge, Durham, Newcastle and Sheffield Universities, to name just a few. We are proud that Law students from here are now having an impact in the wider legal field in their roles as solicitors, barristers and legal executives.

The skills gained from A Level Law are transferable across many subjects as well as being needed for further study, the workplace and life generally. All we ask is that you have a keen and active mind with the capacity for independent thinking. Study Law – learn about life!

### Course Content

**Component 1** – Studied until Easter in Year 12, this component covers the English Legal System, with aspects of both criminal and civil law. From how laws are made to how a person can sue another to what happens when a person is given bail, this component covers a wide area of interesting legal topics culminating in an exam of 90 minutes at the end of Year 13. To aid the study of this subject, we take all Law students to Newcastle Crown Court to observe the workings of a real court and watch trials in action.

**Components 2 and 3** – Studied from Easter in Year 12 until the end of Year 13, these components cover three areas of law: Criminal Law, Tort Law and Contract Law. All quite different but all equally as fascinating, these three topics are also studied on most Law Degrees, giving those who want to study Law at a higher level the added bonus of an excellent foundation of knowledge in those areas. These three topics lead to two 135 minutes exams. The Component 2 exam is where students are faced with scenarios and put themselves in the position of a lawyer to advise their client in the scenario. The Component 3 exam is essay based where students show their skills of analysis and evaluation around the law in the three topics studied.

### Careers/Higher Education pathways

Law is an A Level which is fully accepted by all universities in the country for points towards higher education entry in any subject. It gives a great foundation for students to work towards a career in one of the many areas of law, alongside the obvious careers such as a solicitor, a barrister, a legal executive or a police officer. Furthermore, the skills learned are fully transferable across a wide range of careers, not just in the law itself.



## Maths and Further Maths

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Both the mathematics and further mathematics courses build upon the mathematics students will have studied at GCSE. Students will follow the Edexcel syllabus in both Mathematics and Further Mathematics. Both courses are 2-year linear courses, examined externally at the end of Year 13.

## What does the course cover?

During this course you will learn to extend your knowledge of algebra, geometry and handling data from GCSE and explore the ways in which mathematics can be applied in the real world.

### Pure Mathematics

Some of the new topics studied are coordinate geometry, series, calculus and numerical methods. These topics have a high algebraic content and they are an excellent introduction to mathematics at undergraduate level.

Branching further into pure mathematics, students will study topics such as logarithms & exponentials, radian measure and modelling with vectors.

### Mechanics and Statistics

The applied content of the course introduces students to modelling, visualising situations and the mathematical forces that are in action. Using statistics, you can solve more complex problems based around probabilities, testing hypotheses and using a large data set.

The further mathematics course follows Edexcel entry route C. This route covers all content included in the mathematics course, in addition to a wide variety of further pure mathematics and mechanics concepts. Further mathematics introduces new topics such as matrices and complex numbers – topics which form the basis of all undergraduate studies. Students who select further mathematics usually go on to study the subject at university.

## How is the course assessed?

The A level mathematics course is assessed via 3 written examinations taken at the end of the 2-year course. Papers 1 and 2 cover the entire pure mathematics syllabus with Paper 3 examining applied mathematics. Each paper is worth 100 marks and lasts 2 hours.

The further mathematics course is assessed by means of 4 written papers taken at the end of the 2-year course. Each is 1 hour 30 minutes in length and worth 75 marks. Papers 1 and 2 cover the core content of the course with papers 3 and 4 covering further concepts in pure mathematics and mechanics separately.

## What are the entry requirements?

Mathematics is widely regarded as a challenging A-Level. The course begins with the study of algebraic concepts at grade 7 GCSE level and progresses quickly. For this reason, a Grade 7 at GCSE is advised for Mathematics and a Grade 8/9 for Further Mathematics.

## What do students who study this course go on to do?

Mathematics is essential for studying the subject itself as well as physics or engineering at university, and for these subjects, further mathematics is highly desirable or even essential at the top institutions. Other courses which benefit from mathematics A-Level include medicine, economics, accounting and other sciences.



## Modern Foreign Languages

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In a changing geopolitical world, the ability to communicate in more than one language will be an essential skill, much-needed by the wider world. As we move forward, the necessity to communicate in a multilingual society, both at work, home and abroad will continue to rise.

A-level language offers the opportunity to study a fascinating subject, leading to a range of career options at the end. A lot of fun happens along the way in a subject which is well respected by universities.

A-level language deals with varied subject matter and gives you a broad range of knowledge and skills.

### **What is the A-level course like?**

A-level languages build upon your existing knowledge gained at GCSE, giving you a sound understanding of using your language in a variety of contexts and situations - at home, abroad, with friends or in the workplace. The course content covers a range of themes such as literature, politics, society and current affairs in countries where your chosen language is spoken.

The emphasis of the A-level language course focuses on improving communication in your foreign language through different means as well as being able to use it in a variety of situations, developing your key skills areas and most importantly to encourage you to fall in love with learning languages.

### **What Careers?**

Language skills can lead directly into a career in translating, interpreting or teaching, and are also in demand in areas such as hospitality, law, publishing and business services. Modern languages degrees typically involve spending a year abroad and this can be an opportunity to find work in a field that interests you and gain relevant experience.

Studying modern languages will develop interpersonal and communication skills that graduate recruiters value.



## Music

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Studying music at St Joseph's offers you the chance to be a part of a vibrant music department with a range of opportunities both inside and outside the classroom.

Within the course you are able to work to your musical strengths and explore your interests further whilst exploring a range of music from a range of genres.

### **Course Content:**

#### **Unit 1: Performance**

Performance is worth 30% of the course and is assessed as coursework.

Performances are recorded as part of a public recital but you can choose what you want to perform. This could be solo or ensemble performances as well as improvising or realising using music technology.

#### **Unit 2: Composition**

Composition is worth 30% of the course is also assessed as coursework. You will compose two compositions, one that links to an Area of Study in Unit 3 and one complete free choice.

#### **Unit 3: Listening and Appraising Music**

Listening and Appraising Music is worth 40% of the course and is the only unit in the coursework to be assessed by a final exam. In this unit you will study a range of musics including: Vocal and Instrumental Music, Pop and Jazz, Music for Film and Fusions  
Whilst the course is open to anyone it is highly recommended that you can play an instrument to approximately Grade 5 standard and can read staff notation.

### **Further Education & Career Opportunities:**

An A Level in music is extremely beneficial to those wishing to study at degree level as this could lead to careers such as: musicologists; composers/arrangers; music education; and music therapy. Alternatively some students use an A Level in music for a more practical options including: performing as a soloist or band, sound technician, and events co-ordinating.



## Religious Studies (Philosophy, Ethics and Theology)

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Are you ready to question everything and have your mind blown? If so, this is the course for you. A-Level Religious Studies will excite, intrigue and inspire you no matter which career you are interested in.

Religious Studies comprises three very different, but equally fascinating and distinct areas of study.

In Philosophy you will question your very own existence, evil, death, the soul and the afterlife and how we can even be sure God actually exists. Next you will study Ethics and learn how to make life and death decisions, find out whether you care more about people or duty and apply your learning to topics like war, sex, business, medicine, environment and euthanasia. Finally you examine the fascinating world of the New Testament and the intriguing history of persecution, bloodshed, martyrdom and sacrifice that the writers and believers faced in creating these mind-blowing books.

### Course Content

3x A-Level exams sat at the end of Year 11 - Edexcel Religious Studies

#### **Paper 1: Philosophy of Religion**

The problem of evil, arguments for the existence of God, Religious Experience, death and the afterlife.

#### **Paper 2: Ethics**

Utilitarianism, Situation Ethics, Kantian Ethics and Natural Moral law. Applied ethics - War and Peace, Sexual Ethics, Environmental Ethics, Equality Ethics, Medical Ethics and End of Life care.

#### **Paper 3: Theology**

Did Jesus really resurrect from the dead? Does science make the Bible redundant? Problems of authorship, purpose and propaganda in the Gospels.

### Careers/Higher Education pathways.

96% of Theology and Religious Studies graduates go onto graduate level employment within 6 months of leaving university. It is a highly sort after and respected course. RS students go on to many of the following fields:

- Medicine
- Law
- The Armed forces
- Journalism
- Teaching
- Academia (Lecturing and academic research)
- The police
- Civil Service.
- Clergy
- The media



# Photography

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Photography is an art form, it's a creative outlet, a way of seeing and interpreting the world around you. Photography is probably one of the only forms of communication that is truly universal, crossing social and cultural boundaries and interweaving itself seamlessly with so many aspects of our lives.

St. Joseph's Art Department is a flourishing hub for the development of the visual arts which provides students with opportunities to learn to produce work at a professional standard, at the same time encouraging the exploration of photography as an artistic medium.

Our teachers are committed, inspirational, demanding and fun and students are given individual attention and appropriate levels of support and guidance to enable them to produce high quality outcomes. Our programme of study is a blend of practical projects and relevant theory so that students can explore photography as a key.

### Course content

#### Coursework Portfolio:

For this unit you are expected to produce a wide range of digital images working from the theme of structures and that every picture tells a story. In classroom based work you will be provided with opportunities to explore the basic principles of photography, learn how to use a digital camera and develop your skill of digital techniques/manipulation. This approach emphasises the manipulation and presentation of imagery within a computer.

#### Personal Investigation:

You will need to gather resource material for a project based on two separate genres of photography. You must develop a creative response to your selected genres in a digital sketchbook. In this project you must produce a portfolio of work, based on your observations, further research and the development of your ideas. In addition you are required to produce a related well illustrated personal study of approximately 1,000 - 3,000 words. This should be a detailed study based on a particular genre of photography you have become interested in during the course. It is expected that you will approach this study in a more focused and analytical way. Controlled Assignment: The Controlled Test consists of a range of questions set by the examination board to be used to a successful conclusion.

#### Higher Education/Career Prospects

This course can lead on to a wide range of higher education courses including: Graphic Design, Illustration, Photography, Film and Animation, History of Art, Design and Film. There are a range of career opportunities including, art and design, fashion, film industry, museum and gallery work, photography, printing, publishing, teaching, television and radio, and theatre.



# Physics

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In our ever changing scientific world, A Level Physics provides a course that develops knowledge and skills in the leading edge theories that are shaping our everyday lives and the future.

The A Level follows the AQA examination specification (7408).

### Year 12

Four modules are studied which provide a broad coverage of the laws of physics. Students will build upon their GCSE knowledge and develop skills to solve problems on topics ranging from sub-atomic particles to the entire universe.

The four modules are:

- Particles and radiation
- Wave and optics
- Mechanics and materials
- Electricity

### Year 13

A further four modules will be studied.

- Thermal physics
- Fields
- Nuclear physics
- Astrophysics

### There are 3 written examinations in Year 13

#### **Paper 1 (2 hours):**

85 marks, 34% of A Level total.

This paper has 60 marks of short and long answer questions and 25 marks on multiple choice.

#### **Paper 2 (2 hours):**

(This has the same format as paper 1 but has different topic areas).

85 marks, 34% of A Level total.

This paper has 60 marks of short and long answer questions and 25 marks on multiple choice.

#### **Paper 3 (2 hours):**

(This paper focuses on the practical skills and data analysis required in the A Level course). It also has a section on the option topic that is chosen by the school - Astro physics.

80 marks, 32% of A Level total.

This paper has 45 marks on practical experiments and data analysis and 35 marks on the option topic.

### Careers/Higher Education pathways:

The knowledge and skills developed during the course allow students to move onto a diverse range of careers. These include:

Engineering (mechanical, electrical, civil, chemical.....),  
Medicine, Telecommunications, Oil and gas industries,  
Space and astronomy, Nanotechnology, Renewable energy and environmental, conservation, Meteorology and climate change, Education, the armed forces and defence solution, Scientific research.



## Politics

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A common saying from people is that they don't do politics; however, everyone certainly has an opinion on how the country is run, from huge issues like Brexit to smaller day to day issues.

Politics is always in the news and, no matter your political leaning, the study of how our country works is crucial for any young adult with an eye on their future and on making a difference. A Level Politics is a complete course in itself and doesn't require an intention to study the subject further; the skills gained across the two years will be valuable to anyone, whether they intend to study at university, go into employment or other education. Study Politics – learn about life!

### Course Content

**Paper 1** covers the Government and Politics of the UK and is studied in Year 12. This topic covers most areas of how the government in this country is organised, how it works and what it does, culminating in a 2 hours long exam at the end of Year 13.

**Paper 2** covers the Government and Politics of the USA and is studied in Year 13. This topic covers most areas of the government in the USA is organised, how it works and what it does. It also gives the opportunity for comparison between the UK and the USA systems in the 2 hours long exam at the end of Year 13.

**Paper 3** covers Political Ideas and is studied in Year 12. This topic covers many political ideas and beliefs and allows students to study the development of these beliefs as well as looking at the key people within them. This also culminates in a 2 hours long exam at the end of Year 13.

### Careers/Higher Education pathways

Politics is an A Level which is fully accepted by all universities in the country for points towards higher education entry in any subject. It gives a great foundation for students to work towards a career in any field as the skills learned are fully transferable across a wide range of careers.



# Psychology

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Almost any aspect of life can be studied within Psychology. Classes involve a variety of learning activities from group discussion to carrying out research. The new A Level puts Psychology among the other sciences, such as Biology, Chemistry and Physics.

Psychology is a fascinating subject that can be taken by any student, whether they will continue to study it at Higher Education or not. It complements several other A Level subjects, such as Biology, Philosophy and Ethics, Health and Social Care, Sports Studies, Economics and Geography. Psychology is very popular and with good reason.

## Year 12

### Topics of study will include:

- Social Influence
- Memory
- Attachment
- Approaches in Psychology
- Psychopathology
- Abnormality and disorders
- Research Methods

## Year 13

### Paper 1: Introductory Topics in Psychology (Exam)

- Social Influence
- Memory
- Attachment

### Paper 2: Psychology in Context (Exam)

- Approaches in Psychology
- Biopsychology
- Research Methods

### Paper 3: Issues and Options in Psychology (Exam)

- Issues and Debates
- Gender and culture differences.

### Students then study three from the following:

- Relationships, Gender, Cognitive Development
- Schizophrenia, Eating Behaviour, Stress
- Aggression, Forensic Psychology, Addiction

## Careers/Higher education

Oxford University classes Psychology as a science subject and it is one of the recommended subjects to study at A Level for those wishing to study Psychology at degree level. Psychology A Level is considered as a science subject by the Russell Group of Universities. Medicine and dentistry courses accept Psychology A Level. All universities consider the A Level to be good preparation for a degree in Psychology. Many of our students have studied Psychology at degree level, gaining First Class Honours degrees and gone on to study at PhD level. Others have studied Psychiatry, Medicine, Teaching, Economics and Law. Others have gained positions in Coaching, Management, Banking and Physiotherapy.



# Sociology

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Sociology will offer you an insight into the social and cultural issues that you come across on a daily basis. It is designed to enhance your understanding of the society in which we live and to encourage you to think critically.

Sociology is a popular subject at A-level. The skills and knowledge you can acquire from the study of Sociology will equip you with a life-long understanding of the society in which we live.

More than once during the course you will find yourself asking 'Why?' 'Why is there so much inequality?' or 'Why is knife crime such a big problem among young people?' By the end of the course you will have the knowledge to be able to explain some of these social issues and others that exist in society today.

### Year 12

#### **We will study 3 components:**

- Family
- Education
- Research Methods

**Education.** We will examine sociological explanations for the role of education in society and study the ways in which social class, gender and ethnicity influence achievement.

**Families and Households.** We will look at sociological explanations of the family and issues including family diversity, patterns of marriage and divorce, gender roles in the home and childhood.

### Year 13

#### **We will study 3 components:**

- The Media
- Crime & Deviance
- Sociological Theory

**The Media.** We will study trends in ownership and control of the media, the relationship between the media and its audience and the way in which age, ethnicity, sexuality and gender are represented in the media.

**Crime and Deviance.** We analyse and evaluate a range of explanations for many types of crime. Factors that influence people to commit crime are also studied including explanations such as, gender, class, age and the influence of the media.

### Higher Education and Career Prospects:

Sociology is a subject which is valued by universities and employers. Students who study Sociology will develop skills such as, reasoning, evaluation and analysis, as well as a better understanding of people and the world around them. It is an ideal foundation for a career in law, police, journalism, media, research, marketing, social work and many more.

*For further information please contact Mrs Rogan at [roganz@stjosephs.uk.net](mailto:roganz@stjosephs.uk.net)*



## BTEC Level 3 National Extended Certificate in Sport

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BTEC Level 3 National Extended Certificate in Sport is a very rewarding course for those who have a keen interest in sport and exercise. The course allows students to build on learning with career links and skills that are important not only in the sport industry but also wider life.

## What will I be learning?

**Anatomy and Physiology:** Find out how human body produces movement? Explore how our muscles link with our bones (via tendons) to ensure we can apply specific fitness components to sporting scenarios. Investigate how we produce energy and how is it utilised as we taper our training programmes towards a major event in the sporting calendar?

**Fitness Training and Programming for Health, Sport and Wellbeing:** Learn how to collate reliable, valid quantitative and qualitative data. Be able to effectively analyse and evaluate data taken from a battery of fitness tests. Design and implement effective training programmes that efficiently apply training principles such as specificity, individual needs, progressive overload (e.g: FITT) and rest and recovery for adaptation. Avoidance of reversibility and poor exercise adherence.

**Professional Development in the Sports Industry:** Build job application skills including C.V. development, letter-writing and interview technique. Research a wide range of career paths that includes elite athletes, elite athlete support, research, coaching, teaching, healthcare and the leisure (public/private) sector. Explore the entry requirements and continual professional development expected of individuals working in these sectors.

**Sports Leadership:** Learn how to effectively plan, deliver, risk assess and evaluate sports/physical activity sessions that our designed to engage and enthuse younger students. You will also explore the key skills qualities and characteristics of an effective leader as well as how psychology can play a part in the success of sport.

## Who is this qualification for?

Students wishing to further their understanding of the theoretical elements of sport, health and exercise. Those students considering developing their knowledge into degree level or entering a career in the sport, health and exercise industry. This qualification is modular and both examinable modules are initially taken at the end of year 12 with Year 13 being used to produce the internal assessments. This course caters for those students that have a high degree of interest and experience in a range of physical activities or sports.



## BTEC Applied Science

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The Pearson BTEC Level 3 National Extended Certificate in Applied Science is intended as an Applied General qualification for post-16 students who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment, possibly in the applied science sector.

The Pearson BTEC level 3 National Extended Certificate in Applied science is equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%). It aims to give a coherent introduction to study of the applied science sector. This includes Nursing, Forensics and Engineering.

### **Unit 1**

#### **Principles and Applications of science**

This is a written exam based on scientific theory and application in areas of Biology, Chemistry and Physics.

### **Unit 2**

#### **Practical scientific procedures and Techniques**

This an internally assessed Unit in which students are introduced to quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries.

### **Unit 3**

#### **Science investigation skills**

Students will cover the stages involved and the skills needed in planning a scientific investigation: how to record, interpret, draw scientific conclusions and evaluate.

### **Unit 4**

#### **Optional Unit**

This is externally assessed and there are a range of topics to choose from - this is to be decided.

BTEC Applied Science is an alternative to A-Level Science subjects for courses that require some Science at Key Stage 5. This can include Nursing, Midwifery and other health-based career pathways (check with your chosen University). It also complements other non-Science subjects that you may study at A-Level.