



An outstanding 6th Form

JMF6

ABINGDON



PROSPECTUS

2022



CONTENTS

- Headteachers' Welcome
- Student Leadership
- Duke of Edinburgh Gold Award
- Curriculum Pathways
- Enrichment
- Facilities in the Sixth Form Block

Subjects

- Art and Design: Fine Art
- Art and Design: Graphic Communications
- Art and Design: Textile Design
- Business Studies
- Computer Science
- Criminology
- Economics
- English Literature
- Geography
- Government and Politics
- History
- Mathematics
- Further Maths
- Core Maths
- Accounting
- Media
- MFL: French, German, Spanish
- Music
- Performing Arts
- Physical Education
- Philosophy
- Product Design
- Psychology
- Science: Biology
- Science: Chemistry
- Science: Physics
- Sociology

- 3
- 5
- 6
- 7
- 8
- 9

11-40

- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38

WELCOME to JMF6 ABINGDON

An outstanding 6th Form

Dear Year 11 Student,

Welcome to JMF6, the outstanding Sixth Form provided by Fitzharrys and John Mason Schools, delivering high quality, post 16 education to young people in the Abingdon area and beyond. Mr Ed Duckham is the Director of JMF6-Abingdon and works across the two sites. He is supported by Ms Natalie Uzzell (JMS) and Ms Caroline Scott (Fitzharrys) as Deputy Directors. Our ambition is for every student to access outstanding learning opportunities, which encourage them to become academically successful, happy, confident and inquiring young people.

We believe that you have the potential to make a difference in the world; to be ambitious in your career choices and to understand your place in society. We know we can achieve this for you, through the very best teaching, high quality careers advice and guidance, a caring, and knowledgeable pastoral support team, and a wide range of opportunities and experiences designed to help you develop talents, interests and skills.

We pride ourselves on being a friendly and inclusive student community. Our ethos is based on the principle that each student is an individual, is an exception and is valued. Throughout your time with us this principle drives a personal tutorial programme to help support you academically and personally, so that you achieve your goals. We have single year tutor groups in year 12 and 13 to ensure that your exact needs are met. Individual programmes will support you in whatever pathway you choose to take next.

As well as setting challenging and aspirational academic targets, we also want you to acquire skills and qualities which will help develop you as maturing adults. This we achieve through our Enrichment Programme, where you are strongly encouraged to take part in the Duke of Edinburgh Gold Award Scheme. Within this programme you commit to developing the qualities of leadership, organisation, responsibility, and teamwork: the wider qualities looked for by universities and employers. You will also learn new skills from a range of elective courses, in addition to the option to continue with health and fitness or team sport. All students are entered for the EPQ, a much valued development and test of independent study skills.

We are very proud of our sixth form students; they are role models for our younger pupils and show us time and time again that they are extraordinary young people; you could be too.

We look forward to you joining our community.



Mr A Rees
Headteacher
John Mason School

Mrs S Brinkley
Executive Headteacher
Abingdon Learning Trust

Mr W Speke
Headteacher
Fitzharrys School



SIDE BY SIDE Professional Learning

As a member of JMF6, the expectation is that you meet the standards required of a professional student. The development of professional working habits will not only contribute significantly to your academic progress whilst at JMF6, but will remain with you when you move to your next destination, and onwards. JMF6 will work hard to support you in moving towards these standards, but it is up to you to make sure you know what is expected of you. You are also expected to play a leadership role in the rest of the school, working side by side with younger students, and be genuinely positive Role Models. You will be alongside them in lessons, at break, as House Leaders, and as pastoral support.



To support you in meeting these standards, everyone at JMF6 works side by side. Staff work alongside you in the 6th Form Centres at both sites, subject teachers model professional attitudes, and expect these in return. We all work alongside each other.



Student Leadership



Being one of two Student Presidents in JMF6 has been a thrilling and exciting opportunity, not only to expand my own knowledge in organising and management, but to feel as though JMF6 is a microcosm of the wider community. I have been a student of John Mason since year 7 and have found opportunities throughout the years to evolve academically. Yet, the Sixth Form has been the place I have thrived.

The integration between the two schools has created a supportive environment, where you are fully supported by a network of teachers and tutors who empower your professional and personal development - whilst also permitting you a new found sense of independence. I am currently studying English Literature, Fine Art and Psychology A level, with the hopes of studying Education next year at university.

This year, Lucy and I have worked together to allow our sixth form to progress further, prioritising our development of the year 13 committees which have allowed each individual in the year to expand their personal repertoire of skills, and allow for their voice to be heard in our community. After having such a turbulent end to our secondary education, and fractured beginning of year 12 due to the lockdowns, we as a sixth form have worked hard to ensure the continuation of high quality learning, and since the start of our SST inauguration have found opportunities to collaborate together to create social events where we can bond (such as the winter ball and the lesser known JMF6 'Mango Day'.)

We strive as a sixth form to create individuals who challenge themselves to become young adults who persevere in the working world, which we develop through enrichment opportunities such as the Gold DofE and EPQ. We have participated together in our DofE expedition, physical and skills which has taught me valuable skills in teamwork and determination (and the 101 ways that banana bread can go wrong- No.1 being setting the oven on fire.)

Choosing a path after your GCSEs can be a daunting task, but I hope that the students who do decide to come to JMF6 feel as enriched, challenged and excited to continue their education as I have so far.

Issy Brinkley - JMF6 President

Being one of the Student Presidents here at JMF6, along with my good friend Issy, has been both lots of work, but a great amount of fun. For 5 years I was a Fitzharrys student, before moving to the shared sixth form last year. I am currently studying sociology, psychology and geography, and hope to study criminology at university next year. The transition has been swift and easy, with plenty of support from both staff and students, which has continued into this new year through the tutor programme. The shared sixth form atmosphere has been fantastic in getting to know new people, and has a proper community feel to it, whilst still providing students with the independence they need.



Even though our year had a slightly different start to the sixth form experience, it has been strange and exciting nonetheless. One of the main aims of JMF6 is to develop students professionally, which has been done through the work of the year 13 committees. This has helped involve every member of the sixth form, and further the community, with everyone getting to know each other more and have their voice heard.

The responsibility that teachers are willing to give you, whilst also being there to guide you, has been one of the most enjoyable things about my sixth form experience. The UCAS support for early applicants has been outstanding, with a record number of early applications made to top universities.

The Duke of Edinburgh Gold Award is another great opportunity that I highly recommend you get involved in. Canoeing in the Wye Valley was a lovely break from the stress of A-levels, and it also looks great on your CV! However I would definitely recommend mentally preparing yourself for the 5 day old wet tents you have to repack into tiny bags every day.

Personally, I couldn't imagine myself anywhere else, and I think that our sixth form is incredible at what it does, so would highly recommend coming here to any potential future A-level students - you won't regret it!

Lucy Cox - JMF6 President



Duke of Edinburgh Gold Award

We are proud to offer the Duke of Edinburgh Award scheme at Gold level to all our Sixth-Form students. This award fosters leadership, teamwork, responsibility and confidence: skills that are highly valued by employers and university admissions tutors. The award itself is the equivalent of an additional A level.

In Year 12 students receive practical tuition in expedition training (cooking, camp craft, map reading and compass skills), physical activity and developing personal skills.

All students will canoe for their expedition, and receive basic training in September. They then have a practice expedition at Easter and the final assessed expedition in the summer term.

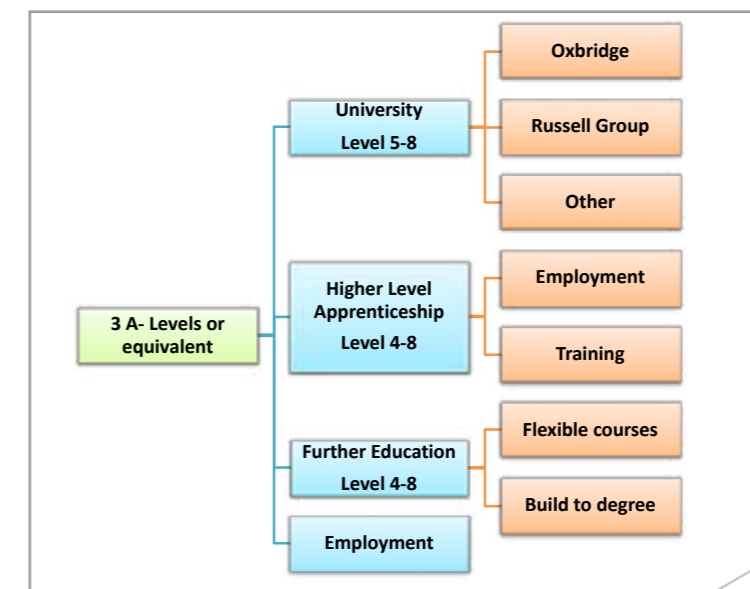
As part of the Award, all students are required to complete 12 months voluntary service. Most students complete this through contributing to activities in the main school; helping out in lower school lessons, providing supervision around the site at break or lunchtime, becoming peer mentors for new year 7 students or leading and supervising clubs for younger students. Some students engage in voluntary activity outside school, which may be helping out a local charity, and this can be accredited towards the award.

Students are also required to complete a 4 day residential. The school has strong links with the NCS (National Citizenship Service), an organisation which can help to provide this element of the award. Students will also receive advice on other opportunities, including to places as far afield as Costa Rica.



Curriculum Pathways

The world of opportunities post 18 is dynamic and exciting and changes every year. JMF6 specialises in an A level based offer, which can lead to all kinds of varied pathways. Whether you choose 3-Alevels, the blended offer, or one of our flexible combinations, you will be well placed in 2 years' time to choose the perfect route for you.



A Levels:

Partnership across two schools and Abingdon and Witney College, leads to a choice of a wide range of subjects and opportunities. Most subjects offered are A levels. They are linear courses with the examination at the end of the two year course. You will find details of the courses on offer at John Mason and Fitzharrys Schools on pages 12-38. We are hoping to offer most, if not all, of these subjects in 2022, but the final curriculum offer will depend on staffing and student numbers opting for each course.

Blended offer:

As well as a large number of A level subjects, students have access to vocational courses from different industries, providing students with the opportunity to learn unique practical skills without having to leave school entirely. Vocational courses enable students to learn in a more practical environment, where there are fewer exams to sit and coursework/controlled assessment is used to gauge progression and success. Vocational

qualifications are the equivalent in UCAS points to 'A' levels for those intending to progress to a university course. All vocational Level 3 courses are equivalent to 1 'A' level.

How many subjects do I have to study?

Most students will study three subjects. Although it is possible to do more. Each subject you take will have 9 hours of contact time over a two week timetable, and a dedicated study period of one hour, making 10 hours of study in total. Beyond this you will be expected to complete guided independent study for each subject in your own time

Where do I study these subjects?

All A level subjects are taught at either Fitzharrys or John Mason School by specialist subject teachers. You may therefore have to travel from one site to another during the day, at break or lunchtime. In the following pages, the colour coded key refers to where the subject is currently taught.



Enrichment

JMF6 is uniquely placed to offer enrichment opportunities that allow students to develop as people and students, leading to success in their exams and in their chosen post-18 pathway. Whether these opportunities be extra qualifications, personal skills learning, or advice and guidance, students at JMF6 will be perfectly placed to take their positions in the world that awaits them.

Enriching Qualifications

JMF6 is looking to expand its offer of supplementary qualifications that will enhance students skills, and giving them greater choice of destination.

Extended Project Qualification – The EPQ is now compulsory for all students starting JMF6. Students will identify a subject of interest to them, be supported in framing an investigating question, receive guidance on research and presentation techniques and then submit an end product. As well as carrying UCAS points equivalent to half an A2, the skills developed are highly rated by admissions tutors (particularly for Russell Group and Oxbridge) and employers.

Oxbridge and Russell Group Pathways – JMF6 has a well-established programme of support for applications to Oxford and Cambridge and the Russell Group universities. This includes discrete sessions covering course identification, application writing, preparation for entrance exams, and interview practice, We do this in partnership with Abingdon Boys School and Trinity College Oxford.

Careers Advice & Guidance – Formal and informal advice and guidance is given throughout both years at JMF6.

UCAS application process –

- Guidance with personal statements
- Full training on the UCAS system
- Programme of visiting speakers
- University Open Days

Futures programme

- Development of personal skills, particularly time management and organisation
- Awareness of global issues and citizenship

Careers Advice

- Attendance at relevant Careers Fairs
- One to one advice from our dedicated Careers Advisor
- Visiting speakers from the world of industry and education

Personal Qualities

- Safe Drive, Stay Alive Course
- Curriculum enrichment trips to places like India, Berlin, Brussels and Sorrento
- Sporting opportunities – regular timetabled sessions and a full programme of fixtures
- Performing Arts – contribution to school concerts and productions
- Academic opportunities – regular attendance at lectures and seminars at our 'local' University.



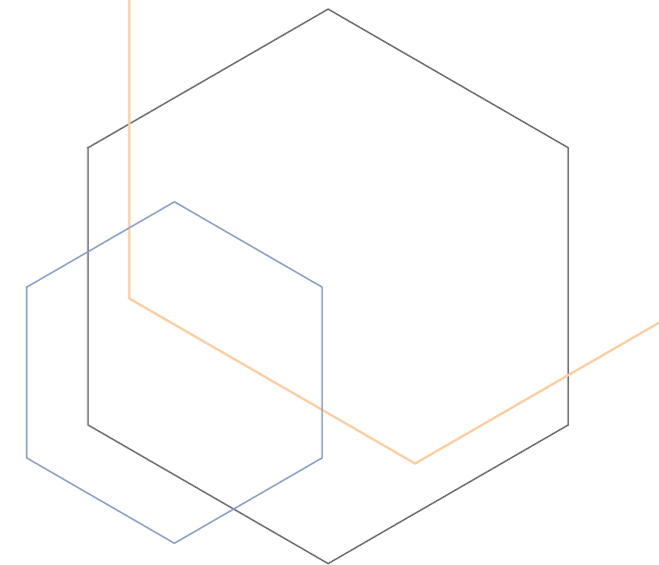
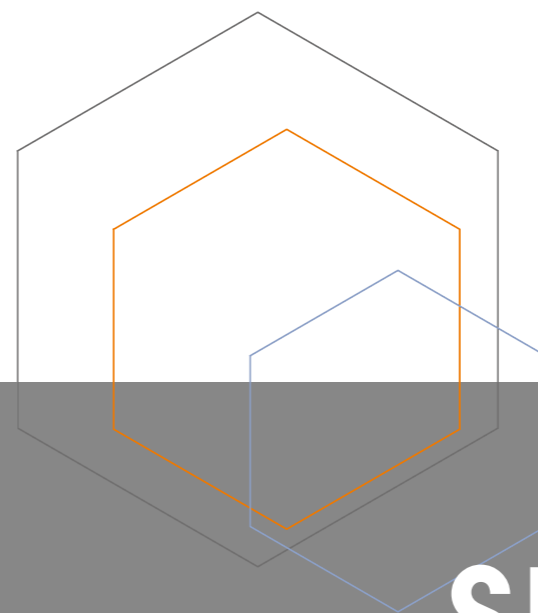
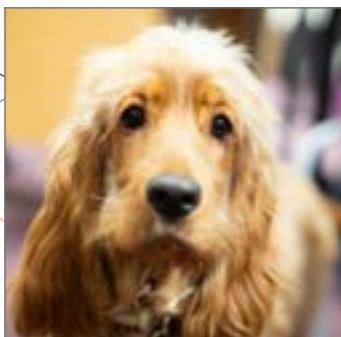
Facilities in the Sixth Form

JMF6-Abingdon has recently refurbished the Sixth Form Facilities at both sites. Building on our professional study ethos, the common areas have a study cafe feel designed to replicate a university atmosphere. Across both sites, there are now 160 study spaces where students can sit and work, in comfortable and contemporary surroundings. There are nearly 100 Chromebooks available for independent study.

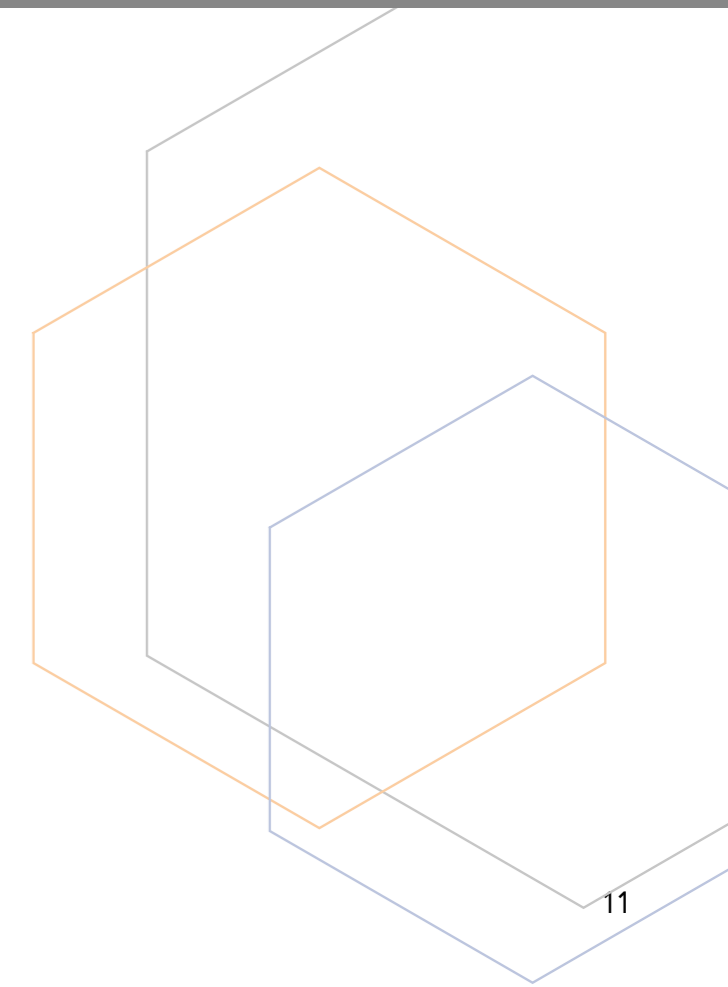


The design in the common rooms allows students to relax and socialise at appropriate times. Well-stocked kitchens are available for snacks and drinks. The study areas at both sites are supervised by JMF6-Abingdon Pastoral Staff, there to support students when they need advice.





SUBJECTS





A Level Specification: Edexcel

ART & DESIGN: Fine Art

Contact:

JMS: Ms C Pennington
FZ: Mr T Lee

What will I study?

During your A level course you will cover a whole range of different media, techniques and processes, from printmaking to abstraction.

In the first two terms of Year 12 you will be introduced to a range of media and techniques in 3D, painting, drawing, photography and print. You will then develop skills and ideas. In the final terms of Year 12 you will set your own personal brief in response to an exam style theme, to create a more in-depth body of coursework that continues into Year 13. This will include an extended written assignment of 1000-3000 words supporting your theme and profiling your ideas alongside artists' and designers' work.

How will I be assessed?

60% of the assessment is based on coursework and 40% is on the final examination. The final exam starts in January of Year 13 and is an externally set theme, with a 15 hour final practical test in May.

Coursework consists of preparatory studies in the form of sketchbooks or design sheets, plus supporting artworks and refined, developed outcomes.

The course is taught across four assessment objectives (equal in weighting) that measure success against research, development, experimentation and investigation, refinement and making. All units are internally marked and externally moderated.

How will I learn?

- Personal research, experimentation and development of ideas.
- Coverage of a wide range of techniques and processes, including 3D and contemporary art forms
- Art/Design history and theoretical concepts.
- Site visits, exhibitions and museum visits.

What skills will I need?

- Independent learning and self organisation
- Passion for the arts scene, visiting exhibitions
- Problem solving, reviewing and modifying skills
- Good observational skills and critical analysis skills
- An understanding of formal elements of art/design - composition, colour, line, form etc.

Careers & Progression

Every good company realises that creative and good design are important factors in generating new business. So, your creativity isn't just a way of satisfying your artistic soul...it can open the door to creative career opportunities as well.

After A level, many students go on to higher education in art and design via a foundation course or straight to a BA (Hons) art/design degree. JMS has a 100% success rate of students gaining places on their chosen art and design courses. Students then progress to a range of related careers such as advertising, graphic and digital design, animation, set and special effects design, illustration or even automotive design. Some become professional artisans and craftspeople, painters, sculptors, textile designers, product and furniture designers, jewellery designers, florists, fashion designers, art teachers, photographers ...these are just a few of the careers that are open to students with a qualification and experience in art and design.

A Level Specification: Edexcel

ART & DESIGN: Graphic Communications

Contact:

JMS: Ms C Pennington
Ms E Neville
FZ: Mr T Lee

What will I study?

During your A level course you will extend your knowledge and skill in key graphical areas such as promotional design, packaging and typography.

In the first two terms of Year 12 you will cover a core range of graphical techniques including packaging and net design, typography, photography, graphic illustration, Photoshop and CAD. In the final terms of Year 12 you will set your own personal brief in response to an exam style theme, to create a more in-depth body of coursework that continues into Year 13. This will include an extended written assignment of 1000-3000 words supporting your theme and profiling your ideas alongside artists' and designers' work.

How will I be assessed?

60% of the assessment is based on coursework and 40% is on the final examination. The final exam starts in January of Year 13 and is an externally set theme, with a 15 hour final practical test in May.

Coursework consists of preparatory studies in the form of sketchbooks or design sheets, plus supporting design experimental pieces and refined, developed outcomes. The course is taught across 4 assessment objectives (equal in weighting) that measure success against research, development, experimentation and investigation, refinement and making. All units are internally marked and externally moderated.

How will I learn?

- Personal research, experimentation and development of ideas.
- Coverage of a wide range of techniques and processes, including 3D and contemporary art forms
- Art/Design history and theoretical concepts.
- Site visits, exhibitions and museum visits.

What skills will I need?

- Independent learning and self organisation
- Passion for the design scene, visiting exhibitions
- Problem solving, reviewing and modifying skills
- Good observational skills and critical analysis skills
- An understanding of formal elements of design composition, colour, geometry, construction etc.
- Skills in CAD and digital design software

Careers & Progression

Every good company realises that creative and good design are important factors in generating new business. So, your creativity isn't just a way of satisfying your artistic soul...It can open the door to creative career opportunities as well.

After A level, many students go on to higher education in Design via a foundation course or straight to a BA (Hons) art/design degree. JMS has a 100% success rate of students gaining places on their chosen art and design courses. Graphics students then progress to a range of related careers such as advertising and promotional design, web and digital design, animation, media and film, set and special effects design, product design, illustration or even automotive design. These are just a few of the careers that are open to students with a qualification and experience in art and design.

A Level

Specification: Edexcel

ART & DESIGN: Textile Design

Contact:

JMS: Ms C Pennington
Miss T Herringshaw
FZ: Miss S Randall

What will I study?

Textile Design is a creative and exciting course, which develops students' skills across a wide area and provides an excellent foundation for a career within design. Students must cover one or more of the following disciplines: textiles for interiors, fine art textiles, fashion textiles.

Initial work explored will develop knowledge, skills and understanding of materials, techniques, and design processes, undertaken around a design theme. Through the two years students will study across a number of practical disciplines which will include some of the following: garments, fashion accessories, sculpture, knitting, weaving, printing, painting, observational drawing, CAD, CAM, fabric construction, fashion illustration and textile installations.

Initial short-term skills-building projects in Year 12 will develop into a more in-depth body of coursework, set against a personally chosen theme, that runs into Year 13. In Year 13 the course also includes a written component of a 1000-3000 word essay, exploring artists and designers' work alongside your own theme and ideas.

How will I be assessed?

60% of the assessment is based on coursework and 40% is on the final examination. The final exam starts in January of Year 13 and is an externally set theme, with a 15 hour final practical test in May.

Coursework consists of preparatory studies in the form of sketchbooks or design sheets, plus supporting design experimental pieces and refined, developed outcomes.

The course is taught across four assessment objectives (equal in weighting) that measure success against research, development, experimentation and investigation, refinement and making. All units are internally marked and externally moderated.

How will I learn?

- Personal research, experimentation and development of ideas.
- Coverage of a wide range of techniques and processes, including 3D and contemporary art forms
- Art/Design history and theoretical concepts.
- Site visits, exhibitions and museum visits.

What skills will I need?

- Independent learning and self organisation
- Passion for the design scene, visiting exhibitions
- Problem solving, reviewing and modifying skills
- Good observational skills and critical analysis skills
- An understanding of formal elements of design composition, colour, geometry, construction etc.
- Basic skills on a sewing machine are useful, but not essential as they can be quickly learnt.

The course enables students to leave with a wide and transferable skill set above and beyond design to include practical and independent learning, IT skills, critical analysis and problem solving.

Careers & Progression

Every good company realises that creative and good design are important factors in generating new business. So, your creativity isn't just a way of satisfying your artistic soul...it can open the door to creative career opportunities as well.

After A level, many students go on to higher education in Design via a foundation course or straight to a BA (Hons) art/design degree. JMF6 has a 100% success rate of students gaining places on their chosen art and design courses. Textiles students then progress to a range of related careers such as fashion design, fashion retail and business marketing, fashion photography, trend researchers and buyers, fashion & interiors magazine publishing, hair and make-up stylists, interior designers, surface pattern design, knitwear and constructed textile designers, printed textile designers and professional artisans. These are just a few of the careers that are open to students with a qualification and experience in art and design.

A Level

Specification: AQA 7132

BUSINESS Studies

Contact:

JMS: Mrs A Thornton
FZ: Mrs T Jarvis

What will I study?

Year 1 includes the following topics:

- What is business?
- Managers, leadership and decision making.
- Decision making to improve marketing performance.
- Decision making to improve operational performance.
- Decision making to improve financial performance.
- Decision making to improve human resource performance.

Year 2 incorporates the same six topics as Year 1, plus the following additional topics:

- Analysing the strategic position of a business.
- Choosing strategic direction.
- Strategic methods: how to pursue strategies.
- Managing strategic change.

How will I be assessed?

The A-level is assessed by three two hour written exams at the end of the course.

- **Paper 1:** Multiple-choice questions, short answer and two essays.
- **Paper 2:** Three compulsory data response questions.
- **Paper 3:** One compulsory case study consisting of six questions.

Testing quantitative skills

The AS and A-level will assess quantitative skills, making up a minimum of 10% of the overall marks. The skills tested include ratios, averages, fractions, percentages and calculation of profit and loss.

How will I learn?

Class discussions and presentations

- Research and independent learning work etc.
- Analysis of data
- Answering challenging questions

What skills will I need?

- Self-motivation
- Interest in the business world
- Independent learning and self-organisation
- Problem solving
- Critical analysis and evaluation
- Mathematical skills for example percentage change.

Careers & Progression

A-level Business is welcomed by universities. It also provides an insight into, and progression towards, the business world for students who wish to progress to courses and apprenticeships in fields such as commerce, marketing, accounting, events management and many others.

A Level

Specification: OCR H466

COMPUTER SCIENCE

Contact:

JMS: Mrs G Green

FZ: Mrs Okeke

What will I study?

Computers and technology are at the heart of almost everything we do. Entertainment, business, transport and education all rely on computers.

Understanding computing technology is a vital skill for the 21st century. Studying Computer Science will equip you with problem solving skills and technical insights that you can also apply to a broad range of other disciplines.

The new specification has introduced theory topics very relevant today, such as "Big Data" (how large organisations process huge amounts of information collected) and "Consequences of uses of computing" (looking at the moral, legal and cultural implications of the massive role that technology plays in today's society).

- Fundamentals of programming
- Fundamentals of data structure
- Systematic approach to problem solving
- Theory of computation
- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking
- Fundamentals of algorithms
- Big Data
- Fundamentals of functional programming
- Systematic approach to problem solving

How will I be assessed?

- Paper 1: A written exam testing a student's theoretical knowledge of computer science, such as data representation, computer systems and architecture, communications and networking, big data, databases and consequences of computing. (40% of A-level).
- Paper 2: A written exam testing a student's ability to program, as well as their theoretical knowledge

of computer science, focusing on programming fundamentals and theory of computation (40% of A-level).

- A practical project assessing the student's ability to use the knowledge and skills gained through the course to solve or investigate and practical problem (20% of A-level).

How will I learn?

Content is delivered via lecture-style lessons, investigations, self-directed research and self-learning exercises (especially related to programming). Various on-line learning systems are used to support study. The Practical Project started in Year 12 and completed in Year 13 is self-managed, with deadlines set by the teacher.

What skills will I need?

- Self-motivation
- Interest in the basic functioning of computers; how they work, how they are programmed and the underlying logic.
- Independent learning and self-organisation
- Problem-solving
- Critical analysis
- Aptitude for Maths

Computer Science at GCSE is not a requirement for this course.

Careers & Progression

A good grade in Computer Science at A level is valued by universities and employers since it requires the development of analytical thinking and problem-solving skills.

While Computer Science graduates have among the highest starting salaries of all degree subjects (The Times, 24/9/2017), the course also lays an appropriate foundation for further study of Computer Science, Engineering, Physics or related subjects in higher education and beyond.

A Level

Specification: Edexcel

CRIMINOLOGY

Contact:

JMS: Miss Tilley

What will I study?

Criminology is the scientific study of criminal behaviour, on individual, social and natural levels, and how it can be managed, controlled and prevented. This course will enable students to use theories of criminality to analyse criminal situations and make recommendations for policy. Students also develop the knowledge and skills to research policy in practice, assess campaigns for changes in awareness and examine information to review verdicts in criminal cases.

- Unit 1 - Changing Awareness of Crime
- Unit 2 - Criminological Theories
- Unit 3 - Crime Scene to Courtroom
- Unit 4 - Crime and Punishment

How will I be assessed?

- Unit 1 - Changing Awareness of Crime
Candidates follow the content of the specification and complete an 8 hour controlled assessment that tests their ability to apply their knowledge and understanding to a previously unseen crime scenario. Candidates are allowed to take their class notes in to the assessment to support them.
- Unit 2 - Criminological Theories
Clear and transparent examination and marking structures are provided for this 90 minute examination.
- Unit 3 - Crime Scene to Courtroom
Candidates follow the content of the specification and complete an 8 hour controlled assessment that tests their ability to apply their knowledge and understanding to a crime scenario. Candidates are allowed to take their class notes in to the assessment to support them.

- Unit 4 - Crime and Punishment
Clear and transparent examination and marking structures are provided for this 90 minute examination.

How will I learn?

Our learning depends on a variety of lesson techniques including:

- Reading and note-taking
- Individual research
- Debate and discussion
- Presentations
- Application to real world examples

What skills will I need?

The study of Criminology will equip you with a wide range of transferable skills:

- the ability to complete project-based research, and to present it
- the ability to collect, analyse and interpret data effectively
- the ability to construct well-informed and reasoned arguments substantiated by relevant evidence
- the ability to learn independently
- the ability to work alongside other colleagues in a professional environment
- the ability to apply your learning in vocational contexts.

Careers & Progression

Criminology can open the door to an array of career paths that require understanding of the criminal justice sector. These may include careers in the police force or in police support roles, the field of forensic psychology, social and probation work or the prison services.

A Level ECONOMICS

Specification: Pearson

Contact:

JMS: Mr R Tinsley

FZ: Mrs L Price

What will I study?

Over the course of the A-level you will study 4 units:

- Introduction to Markets and Market Failure
- The UK Economy – Performance and Policies
- Business Behaviour and the Labour Market
- A Global Perspective

During the A-level you will explore the inter-relationship between micro- and macro-economic factors, consider the role of the theory in economics and learn to analyse economic trends, developments and debates from the news drawing on your expertise.

How Will I Learn and How Will I Be Assessed?

The exam papers consist of a mixture of short-answer questions testing core knowledge and extended answers assessing a student's skill at analysing economic factors. Several questions and concepts rely on an effective working grasp of mathematics, so a level 5 at GCSE would be a recommended minimum for the study of economics.

A Level ENGLISH

Specification: AQA English Literature B (7717)

Contact:

JMS: Mrs S Butler

FZ: Ms C Hartley

What will I study?

Aspects of Tragedy:

The study of three texts: one Shakespeare play, a second drama text, and one further text, one of which must have been written before 1900.

Elements of Political and Social Protest writing:

The study of three texts: one post-2000 prose text; one poetry and one further text. One of the texts must be written before 1900.

You will also produce two pieces of coursework, based on your own independent reading. In preparation for this part of the course you will study a range of approaches to critical theory, including feminist and Marxist criticism, post-colonial theory, eco-critical approaches to literary criticism, aspects of narrative, and discussion of the literary canon, in other words, which texts can be considered literature, and what it is that affords a text literary 'value'.

How will I be assessed?

Paper 1: Literary Genres

{Tragedy}: 40% of the A level

Section A: one passage based question on the set Shakespeare play (25 marks)

Section B: one essay question on the set Shakespeare play (25 marks)

Section C: one essay question on tragedy, which links two texts you have studied.

Paper 2: Texts and Genres

{40% of the A level}

Section A: one compulsory question on an unseen passage (25 marks)

Section B: one essay on a set text (25 marks)

Section C: one essay question that links two texts you have studied. (25 marks)

Non-exam Assessment (coursework):

Two essays of between 1200 and 1500 words each: one on a selection of poetry and one on a novel or collection of short stories, all of which must be read independently

How will I learn?

Most lessons will involve a mix of discussion, reading and writing but discussion of ideas (in pairs, small groups or as a whole class) is the main way that you will learn in class.

When you begin a new text you will be asked to annotate, answer questions, take notes, read critical interpretations and feedback (both formally and informally) your own ideas and opinions.

Outside lessons you will be expected to read and to make notes, and as you prepare for exams there will be the requirement to plan and write essays both independently (outside lessons) and in class.

Throughout the course we expect you to reflect on your work and to act on teachers' feedback to help you move forward.

What skills will I need?

To enjoy and succeed at A Level Literature you must first of all enjoy reading. Studying texts demands a critical and inquiring mind: you need to be able to analyse how language is used and relate this to the writer's intentions or purpose.

As this is an essay based subject you need to be articulate and able to express yourself well in writing. You will also enjoy the course more if you are prepared to share your ideas in discussion.

Careers & Progression

An A level in English opens doors to a very wide range of careers and higher education courses, as it proves to any employer or university/college admissions tutor that you are articulate, analytical and evaluative.

More particularly, if you are intending to pursue a career in journalism, media or law, then an A level in English is a key requirement..

A Level Specification: Edexcel GEOGRAPHY

Contact:

JMS: Mr A Conroy
Ms. Evans
FZ: Mrs Chadwick
Ms. Bonham

What will I study?

Paper 1

- Topic 1: Tectonic processes and hazards
- Topic 2: Landscapes systems, processes and change.
- Topic 3: The water cycle and water insecurity.
- Topic 4: The carbon cycle and energy security.
- Topic 5: Climate change futures.

Paper 2

- Topic 6: Globalisation
- Topic 7: Shaping place
- Topic 8: Superpowers
- Topic 9: Global development and connections.

Paper 3

The synoptic investigation paper will be based on a geographical issue within a place based context that is linked to three synoptic themes; players, attitudes and actions and futures and uncertainties.

Coursework

Fieldwork forms the focus and context of the individual investigation, which may be human, physical or integrated physical-human geography. This will allow students to define a question or issues for an investigation.

How will I be assessed?

Paper 1

2 hour written examination worth 30% of the final A level examination. (90 Marks.)

Paper 2

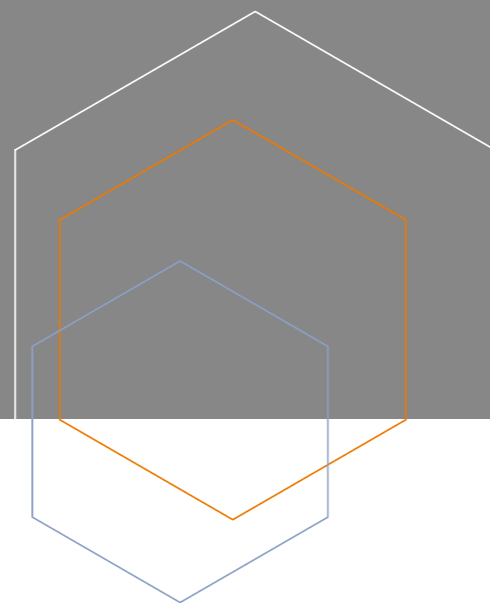
2 hour written examination worth 30% of the final A level examination. (90 Marks.)

Paper 3

1 hour 45 minute written examination worth 20% of the final A level examination. (60 Marks.)

Independent Investigation

Non-examined assessment worth 20% of the final A level examination. (60 marks.)



A Level Specification: AQA GOVERNMENT AND POLITICS

Contact:

JMS: Mr R Conway

What will I study?

Over the course of the A-level you will study 3 units:

- UK Government, Politics and Constitution
- Core and non-core political ideas and ideologies
- Comparative Politics: The US Constitution and Political system.

During the A-level you will explore the theory of politics and government and encounter a range of different concepts about how governments should work. You will also explore through case studies of British and American politics real world issues, developments and political trends, as you analyse the practice of politics in modern societies.

What skills will I need?

- Love of reading
- Willingness to ask questions and participate in class discussions
- Ability to write coherently, with strong literacy skills
- Enjoyment of current affairs and comparisons of different political structures
- Ability to analyse information critically
- Independent study skills, including keeping up to date with political stories in the news.

How will I learn?

Our learning depends on a variety of lesson techniques including:

- Reading and note-taking
- Individual research
- Debate and discussion
- Teacher presentations
- Research of, and application to, current events.

How will I be assessed?

The exam papers consist primarily of extended written essays allowing you to reach judgements on political issues based on an understanding of contemporary issues and political theory.

Careers & Progression

An A-level in Government and Politics provides an excellent background for careers in law, journalism, the caring professions, teaching, and a range of management and business areas. It is valued as a subject that teaches critical thinking, understanding of the world today, how to structure arguments and ideas and how to understand people and their behaviour.

HISTORY

Contact:

JMS: Mr R Conway
FZ: Mrs S Chadwick

What will I study?

The American Revolution 1740-1796

- What caused the Americans to rebel against English rule?
- Why did British MPs express support for the Revolutionaries in Parliament?
- How did the Thirteen Colonies defeat the English army?
- How effectively did George Washington make the switch from 'General' to 'President'?

England 1900-1951

- What did people do about a world in which children starved in the streets of London?
- Why were women denied the vote and how did they fight this injustice?
- How did World War 1 change life in Britain forever?
- To what extent did the Liberal Party cause its own implosion?

The Ascendancy of France 1610-1715

- How did the Bourbon dynasty deal with opposition to their rule in seventeenth century France?
- Does Cardinal Richelieu deserve the reputation he gained in the Musketeer films?
- How far were the Kings of France absolute monarchs during the period during the seventeenth century?
- How successful was Louis XIV in using the art and architecture to promote his image of the Sun King?
- Did Louis XIV live up to his billing as 'the most Catholic Majesty'?

Coursework: independent choice

- Your choice of historical investigation topic.
- Independent investigation, drawing on sources, interpretation and your own areas of interest.
- Skills-based support from staff whilst you investigate an historical debate.

Furthermore, because we give you an independent choice for your coursework, in building the investigation skills for this you will cover a wide range of topics in history including:

- Was King John bad, mad and dangerous to know?
- Were child labourers in Victorian factories really treated badly?



MATHEMATICS

Contact:

JMS: Mr C White
FZ: Miss A Twyford

What will I study?

- Pure mathematics
This will include proof, algebra, graphs, sequences, trigonometry, logarithms, calculus and vectors.
- Mechanics
This will include kinematics, motion under gravity, working with forces including friction, Newton's laws and simple moments.
- Statistics
This will include working with data from a sample to make inferences about a population, probability, calculations, using binomial and Normal distributions as models and statistical hypothesis testing.

How will I be assessed?

This is a linear course. You will take three 2 hour long examinations at the end of the course. Each will require a calculator. As well as the Pure, Mechanics and Statistics content the examinations will assess three overarching themes:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling

How will I learn?

In lessons new topics will be taught by relating them to existing knowledge and the purpose of the topic. Weekly homework exercises will be set so that new skills and knowledge are consolidated and applied in contextual problems. Students are expected to complete all homework with support where necessary in the weekly after school 'study group'. Practice exercises are self-assessed and then checked by the class teacher. Regular assessments will be set based on the exam board style of questions.

- Who deserves the credit for abolishing slavery?
And many other topics, including the one you choose for your major investigation.

How will I be assessed?

- 80% of the course is assessed through written examinations sat at the end of year 13:
- Unit 1: British History paper, 25% of A Level
- Unit 2: Non-British History paper, 15% of A Level
- Unit 3: Thematic Study and Historical Interpretations paper, 40% of A Level
- The papers include a mixture of essay types including sources, interpretations and judgement.
- 20% of the course is assessed through the submission of a 4,000 word independent investigation, completed by April of Year 13.

How will I learn?

Just like in GCSE - the key skills are analysing material (facts, sources, events), explaining historical change and continuity and reaching your own judgements based on the evidence. Key teaching tools include articles, books, lectures and essays.

However, these skills can also be developed in a variety of creative ways including: role plays, decision-making activities, narrative accounts (photo stories, videos), and using a range of other tools such as documentaries, trips and debate. We will make use of all of these throughout the course.

What skills will I need?

- Love of reading
- Willingness to ask questions and participate in class discussions
- Ability to write coherently, with strong literacy skills
- Enjoyment of finding out about past civilizations and cultures
- Ability to analyse information critically

Careers & Progression

History is widely valued as a subject that teaches critical thinking, understanding of the world today, how to structure arguments and ideas and how to understand people and their behaviour.

It is also highly valued in careers that build on these skills such as law, journalism, politics, teaching.

What skills will I need?

Fluent algebraic skills
Ability to work independently
Confidence use of technology
Resilience
Enthusiasm for mathematics

Careers & Progression

Mathematics is a versatile qualification, well-respected by employers and a "facilitating" subject for entry to higher education. Careers for men and women with good mathematics skills and qualifications are not only well paid, but they are also often interesting and rewarding. People who have studied mathematics are in the fortunate position of having an excellent choice of career. Whilst the number of young people studying A level Mathematics is increasing there is still a huge demand from science, engineering and manufacturing employers.

The reason why so many employers highly value mathematics qualifications is mathematics students become better at thinking logically and analytically. Through solving problems you develop resilience and are able to think creatively and strategically. The writing of structured solutions, proof and justification of results help you to formulate reasoned arguments. And importantly, you will have excellent numeracy skills and the ability to process and interpret data.

The mathematical skills you learn in A level Mathematics are of great benefit in other A level subjects, such as physics, chemistry, biology, computing, geography, psychology, economics and business studies.

A Level

Specification: JMS - OCR B (MEI)

FURTHER MATHS

Contact:

JMS: Mr C White

What will I study?

- Pure mathematics

This will include proof, complex numbers, matrices, roots of polynomials, 3D vectors and differential equations

- Mechanics

This will include momentum and impulse, work, energy and power and collisions.

- Statistics

This will include Poisson distributions, chi-squared tests, bivariate data and regression lines.

- Modelling with algorithms

This will include Network algorithms, Critical path analysis and Linear programming. The techniques are important in business, logistics and computer science.

How will I be assessed?

This is a linear course. You will take four examinations at the end of the course. Each will require a calculator. As well as the Pure, Mechanics, Statistics and Modelling with Algorithms content the examinations will assess three overarching themes:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling

How will I learn?

In lessons, new topics will be taught by relating them to existing knowledge and the purpose of the topic. Weekly homework exercises will be set so that new skills and knowledge are consolidated and applied in contextual problems.

Students are expected to complete all homework with support where necessary in the weekly after school 'study group'. Practice exercises are self-assessed and then checked by the class teacher.

Regular assessments will be set based on the exam board style of questions.

What skills will I need?

- Fluent algebraic skills
- Ability to work independently
- Confident use of technology
- Resilience
- Enthusiasm for mathematics

Careers & Progression

Further Mathematics is a versatile qualification, well-respected by employers and a "facilitating" subject for entry to higher education. Studying Further Mathematics broadens your mathematical skills and promotes deeper mathematical thinking. It is likely to improve your grade in A level Mathematics. The extra time, additional practice, further consolidation and development of techniques contribute to improved results in A level Mathematics.

Careers for men and women with good mathematics skills and qualifications are not only well paid, but they are also often interesting and rewarding. People who have studied mathematics are in the fortunate position of having an excellent choice of career.

The reason why so many employers highly value mathematics qualifications is mathematics students become better at thinking logically and analytically.

Through solving problems you develop resilience and are able to think creatively and strategically. The writing of structured solutions, proof and justification of results help you to formulate reasoned arguments. And importantly you will have excellent numeracy skills and the ability to process and interpret data.

The mathematical skills you learn in A level Further Mathematics are of great benefit in other A level subjects such as physics, chemistry, biology, computing, geography, psychology, economics and business studies.

Level 3 AQA Mathematical Studies

CORE MATHS

Contact:

JMS: Ms. A Gibbons

What will I study?

- Data and Sampling
- Representing data numerically and diagrammatically
- Number work which includes algebraic substitution, limits of accuracy, approximating problems in context, percentage changes, simple and compound interest, savings and investment studies.
- Money for personal use which includes repayment and cost of credit, tax, National insurance and VAT, interpreting results from graphs in financial contexts, Retail and Consumer Price Indexes, currency exchanges, budgeting
- Estimation using Fermi
- Critical analysis where students must present logical and reasoned arguments in context, communicate mathematical approaches and solutions and critically analyse the validity of data quoted in media, political campaigns, marketing.
- Normal distribution and confidence intervals where we research the distribution and use it to find probabilities
- Correlation and Regression where we recognise if pairs of data are linked, calculate the Pearson Moment Correlation Coefficient and use the best line of best fit to make predictions.

How will I be assessed?

This is a linear course over 2 years. You will take two 90-minute examinations at the end of the course. You should have a scientific calculator. Paper 1 assesses Analysis of data, Maths for Personal Finance and Estimation. Paper 2A: Statistical Techniques assesses Critical Analysis of given data and models, the Normal Distribution and Confidence Intervals, and Correlation

and Regression. Preliminary Material is made available a few weeks before the exam and can be referenced in both papers. Formulae sheets and Statistical tables are used where appropriate.

How I learn?

There are 3 hours of lessons a fortnight. Regular homework will be expected to be completed with regular assessments set based on the exam board style of questions.

Career & Pathway

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. Level 3 Mathematical Studies (Core Maths) is a new qualification designed for students who have achieved a grade 4 or above at GCSE but have decided not to study A level mathematics.

Those who have studied GCSE Statistics will find there is a lot of crossover into this course, and indeed a lot of crossover from GCSE Mathematics; up to 80% can be GCSE Higher content. The course is equivalent to an AS level over two years so would combine with an EPQ to make a third or fourth A level, and some Universities reduce offers if you have Core Maths.

A Level

Specification: AQA

ACCOUNTING

Contact:

JMS: Miss. J Godfrey:

What will I study?

An accounting qualification will always be a useful qualification whether a student goes on to use it in a professional capacity or personally.

Accounting is a diverse subject that not only involves being able to work with numerical data but also involves being able to make sound judgements and recommendations based on that data and being able to report that data in line with legal requirements.

The A level qualification affords students the opportunity to understand the role of the accountant and the impact that their decision making can have at both an organisation level and on the wider environment.

Students will build their knowledge around key accounting concepts, principles and techniques that they can then go on to apply to real-life situations. They will improve their ability to problem solve by thinking logically, methodically analyse data and make informed decisions which they can go on to communicate effectively.

How will I be assessed?

The course is taken over 2 years, and is assessed by examination only with 2 papers that are both 3hrs in duration.

Paper 1 – Fundamentals of accounting and financial accounting, interpretation and analysis of data and ethical considerations.

Paper 2 – Fundamentals of accounting, management accounting, interpretation and analysis of data and ethical considerations.

Accounting A level is suitable for any student that has achieved a grade 4 or higher at GCSE maths and English. Accounting would complement subjects including business studies and economics.

A Level

Specification: Eduquas

MEDIA

Contact:

JMS: Ms C Phippen

FZ: Ms K Corfield

What will I study?

The media play a central role in contemporary culture, society and politics. They shape our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society.

The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and generate significant global profit. The globalised nature of the contemporary media, ongoing technological developments and more opportunities to interact with the media suggest their centrality in contemporary life can only increase.

You will study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences.

The following media forms are studied: newspapers, magazines, television, online and social media, advertising and marketing, film, music video, radio and video games.

How will I be assessed?

35% Exam - Media Products, Industries and Audiences

The examination assesses media language, media industries, audiences and media contexts.

Section A: Analysing Media Language and Representation.

This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers.

Section B: Understanding Media Industries and Audiences.

This section assesses two of the following media forms - advertising, marketing, film, newspapers, radio, video games - and media contexts.

35% Exam - Media Forms and Products in Depth

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections:

Section A - Television in the Global Age. There will be one two-part question or one extended response question.

Section B - Magazines: Mainstream and Alternative Media. There will be one two-part question or one extended response question.

Section C - Media in the Online Age. There will be one two-part question or one extended response question.

30% Coursework - Cross-Media Production

An individual cross-media production based on two forms in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework and digital convergence.

How will I learn?

Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth through applying all areas of the framework: newspapers, magazines, television, online, social and participatory media. Advertising and marketing, film, music video, radio and video games are studied in relation to selected areas of the framework.

What skills will I need?

- A good level of reading and writing
- Some computer skills

Careers & Progression

Lots of opportunities for a future in media: university courses, apprenticeships and a wide range of careers ranging from audience research, computer gaming to more traditional roles in news reporting and production.

A Level

Specification: AQA French/German/Spanish

MFL: FRENCH, GERMAN, SPANISH

Contact:

JMS: Ms E Mannion
FZ: Mrs M Philbin

What will I study?

- Aspects of Society
- Artistic Culture
- Multiculturalism
- Aspects of Political Life
- Literature/ Film Topics x 2
- Research project based on a culturally relevant aspect

How will I be assessed?

- Paper 1 - 50% Listening, Reading and Translation
- Paper 2 - 20% Writing
- Paper 3 - 30% Speaking

How will I learn?

- Independent study and homework
- Use of school-paid subscription to Kerboodle(Virtual Learning Environment)
- The opportunity to visit countries where the target language is spoken
- Spoken practice with a Foreign Language Assistant where possible

What skills will I need?

- Independence
- Resilience
- Strong grasp of grammar from GCSE material
- Commitment to improving yourself as a speaker
- Ability to transfer grammar concepts across topic areas

Careers & Progression

- Interpreter
- Secondary school teacher
- Translator
- Broadcast Journalist
- Diplomatic service officer
- EFL teacher
- International aid/development worker
- Logistics/distributions manager
- Marketing/Sales executive
- Tour manager

A Level

Specification: Eduqas (1660QS)
Accreditation code: 601/8146/1

MUSIC

Contact:

JMS: Mr D Chambers
FZ: Mr L Adam

What will I study?

You will study performance (on an instrument or voice); composition (including numerous techniques and styles) and musical analysis and understanding, which will require the study of a number of set works and historical periods in music.

How will I be assessed?

Performance is assessed externally by a visiting examiner at the end of the A-Level course (25% of total marks, or 35% if specialising in performance).
Composition is assessed externally by Eduqas (25% or 35% if specialising)
You can only specialise in composition or performance.

Listening and appraising of two set works is assessed by a 2hr15 written examination (40%)

How will I learn?

The music teaching groups are often small, and so teaching is highly individualised. You will analyse the pieces for the exam together with other students and the teacher, using both listening skills and the scores provided. Compositions are completed on paper or using the Sibelius program on Apple Mac computers. A lot of your performance work will be prepared for out of lessons as part of your extended study.

What skills will I need?

- The ability to play an instrument or sing at least to Grade 5 level (or equivalent), with the ability to reach approximately Grade 7 by the end of the course.
- The ability to read music and the desire to improve reading skills throughout the course
- Knowledge of a variety of musical styles and areas, and a desire to extend that knowledge

Careers & Progression

A level music will prepare you for any music degree course, as well as music technology or a similar further or higher education course. It will also prepare you well for a more practical course at a music college or university. The range of skills that an A level in music requires of you ensure that you become a creative musician, a confident performer and an expert analyst: skills that are beneficial in any career or future pathway you choose

PERFORMING ARTS

Contact:

JMS: Mr B Harrison
FZ: Mrs M Lancaster

What will I study?

Students will gain an understanding of how different businesses and organisations in the performing arts sector work. When it comes to progression or employment, they will learn about the variety of opportunities available to them, and the roles and responsibilities of businesses and organisations in the sector. They will develop strategies, attitudes and survival skills for sustaining a career in the performing arts industry, as well as an understanding of the expectations of potential employers so they can maximize their chances of getting work in a fiercely competitive environment.

How will I be assessed?

Some work will be assessed internally, through rehearsal, workshops and performances as well as written work which will be set in each assignment.

There is a wide range of centre-assessed units with practical and broader project-based assessment opportunities, as well as examined units on:

- Prepare to work in the performing arts sector
- Proposal for a commissioning brief
- Influential performance practice

How will I learn?

You will study as part of a small group of dedicated performers. Much of the work will be practical, but there will be a written element to document your process. You will need to research into the practitioners work and how influential styles have shaped the theatrical industries. The course will also involve theatre trips and performances beyond the school day. The course will be shared between school sites to maximize the resources and rehearsal spaces available to students.



PHYSICAL EDUCATION

Contact:

JMS: Mr J Dhiman & Ms L Gibson
FZ: Mr M Haycocks

What will I study?

- Applied anatomy and physiology
- Skill acquisition
- Sport and society
- Exercise physiology
- Biomechanical movement
- Sport psychology
- Sport and society and the role of technology in physical activity and sport

How will I be assessed?

Paper 1 (35% of A-level)

What is assessed?

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

How it is assessed

Written exam: 2 hours

Questions

Section A, Band C: multiple choice, short answer and extended writing (35 marks each)

Paper 2 (35% of A-level)

As above, except assessment covers:

Section A: Exercise, physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

Non Exam assessment (30% of A-level)

Students assessed as a performer or coach in the full sided version of one activity.

Students also have to provide written/verbal analysis of performance.

Internal assessment, external moderation.

Video evidence must be provided of the candidate performing in a competitive situation. This video evidence is the sole responsibility of the student to put it together.

What skills will I need?

You will need to have experience of performing on stage before joining the course: you should have performed in front of a live audience and be prepared to improve your performance skills throughout the two years. You will need to gather evidence into a portfolio to exhibit your skills by the end of the course, preparing yourself for your first steps into industry practices.

Resilience and collaboration are key skills to practice, as well as demonstrating a professional performing attitude and following up on feedback given to refine your own practice.

Careers & Progression

Performing Arts and Drama can clearly take you into the theatre and film world if that is your goal. However, the skills gained through the course will equip you with the confidence and attributes needed in any career you might wish to pursue, whether that be higher education, apprenticeships or employment opportunities.

How will I learn?

Topics are taught in class and practical situations. There are many opportunities to go to Oxford University physiology labs to gain first-hand experience (for coursework etc.)

Students are expected to work independently at home and keep up to date with sporting issues via the media. Students must participate outside school in their non-exam assessment (practical work) over the full period of their course.

What skills will I need?

- Self-motivation
- Need Interest in the theoretical side of sport
- Independent learning and self-organisation
- Problem solving
- Reviewing and modifying
- Critical analysis
- Be able to coach or perform to a high level

It is worth noting that there is a much heavier theoretical content of the course compared to that at GCSE.

To be successful on this course you **must** be involved with an outside club as a coach or performer in an activity in accordance with the AQA specification. (See AQA website)

Careers & Progression

- Apprenticeship/university
- Sports coaching
- Sports and exercise science
- Strength and conditioning and personal trainer
- Sports rehabilitation
- Physical Education Teacher

PHILOSOPHY

Contact:

JMS: Mr R Conway

What will I study?

A-level philosophy comprises four topic areas: Epistemology, Moral philosophy, the Metaphysics of God and the Metaphysics of mind.

Students are required to demonstrate knowledge and understanding of the content, including through the use of philosophical analysis (conceptual analysis and argument analysis). They must also be able to analyse and evaluate the philosophical arguments within the subject content to form reasoned judgements.

How will I be assessed?

Assessments objectives (AOs) are set by Ofqual and are the same across all A level Philosophy specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives:

AO1: Demonstrate knowledge and understanding of the core concepts and methods of philosophy, including through the use of philosophical analysis.

AO2: Analyse and evaluate philosophical arguments to form reasoned judgements .

How will I learn?

Philosophy comes from the Greek “philo” for ‘love’ and “sophia” for ‘wisdom’. It is quite literally a quest for insight and knowledge by those who love wisdom. So how do we learn this? Socrates believed the only way to acquire wisdom was through questioning. He would question everyone he met about their ideas, beliefs and assumptions seeking to learn from them and explore the foundations for their ideas. For Aristotle the route to wisdom was through logical reasoning; carefully constructed deductive arguments in which unshakeable conclusions are built on sound foundations. Descartes



PRODUCT DESIGN

Contact:

FZ: Mr L McCook
Mr T Lee

What will I study?

This creative and thought-provoking qualification gives students the practical skills, theoretical, knowledge and confidence to succeed in several careers. Especially those in the creative industries.

They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing prototypes of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

How will I be assessed?

Paper 1

2 ½ hour exam assessing core technical principles and core designing and making principles. A maximum mark of 120 is available, and the questions consists of both short and extended questions. This is worth 30% of A level.

Paper 2

A 1 ½ hour exam assessing specialist knowledge, technical and designing and making principles. The paper consists of two sections with a total of 80 marks available. This paper is worth 20% of the A level.

Coursework

The non-exam assessment will be a coursework project assessing the practical application of technical principles, designing and making principles and specialist knowledge.

Candidates will be required to design and manufacture a substantial project over a 45 hour period. This component is marked out of 100 and is 50% of the final A level grade.

What skills will I need?

Product design links together the different design and technology disciplines: you will develop your knowledge and understanding of a range of material, components and their application, and a lot of time will be spent in the workshop.

To be successful, you need to have a clear interest in designing and making products. You will need to be motivated to complete the design and make products, spending considerable time outside of your timetabled lessons to maximize the marks awarded in the coursework module.

Careers and Progression:

Product design, engineering, architectural technology, 3D Design, art and design, game design, 3D animation, interior architecture, teacher of design and technology.

A Level

Specification: AQA

PSYCHOLOGY

Contact:

JMS: Ms E Tilley
FZ: Ms C Forder

What will I study?

Compulsory topics

- Social Influence
- Memory
- Attachment
- Psychopathology
- Biopsychology
- Approaches to Psychology
- Research Methods, Issues and Debates

Optional topics (decided by faculty)

One from:

- Relationships
- Gender
- Cognition and development
- One from:
- Schizophrenia
- Eating behaviour
- Stress
-

One from:

- Forensic
- Aggression
- Addiction

How will I be assessed?

Psychology is assessed by 3 end of course examinations which consist of a mixture of multiple choice, short answer and extended (essay) questions. In class, you will be assessed through class tests, past paper questions, essays and quizzes.

How will I learn?

Our learning depends on a variety of lesson techniques including:

- Reading and note-taking
- Individual research e.g. interviews, questionnaires, observations
- Debate and discussion
- Presentations
- Application to real world examples

What skills will I need?

- An interest in human beings; their thinking, behaviour and emotions.
- An ability to learn and use key terms.
- An ability to learn theories and research information.
- An enquiring mind that can critically analyse information, research, theories and ideas.
- A keen interest in using mathematical skills.
- An ability to write essays and be reflective on feedback.
- A willingness to discuss and debate opinions and ideas.

Careers & Progression

Psychology links to a range of careers that involve analytical thinking, an understanding of human behaviour and emotions and a range of critical thinking skills.

These include:

- Psychology
- Therapy and other mental health work
- Nursing
- Social Care
- Teaching
- Counselling
- Sports psychology and coaching
- Working with children
- Police, Armed Forces, etc
- Market research
- Human resources

A Level

Specification: AQA Biology 7402

SCIENCE: BIOLOGY

Contact:

JMS: Dr A Stanger
FZ: Ms C Forder

What will I study?

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms
- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

How will I be assessed?

Paper 1

Any content from topics 1-4, including relevant practical skills

Written exam: 2 hours - 91 marks

76 marks: a mixture of short and long answer questions

15 marks: extended response questions 35% of A-level

Paper 2

As above, except assessment cover topics 5-8

Paper 3

Any content from topics 1-8, including relevant practical skills

Written Exam

- 2 hours - 78 marks
- 38 marks: structured questions, including practical techniques
- 15 marks: critical analysis of given experimental data
- 25 marks: one essay from a choice of two titles 30% of A-level

How will I learn?

- Class discussions and presentations
- Research and independent learning
- A range of practical work in lessons
- Analysis of data
- Answering challenging questions.

What skills will I need?

- An interest in the subject, beyond what is taught at school.
- Excellent Independent learning and organisational skills.
- Good maths skills, including calculating percentage and interpreting graphs
- Excellent language skills, including using technical vocabulary and giving clear, concise explanations
- Self-motivation.

Careers & Progression

A good grade in A level Biology will prepare students for a wide range of courses, both at university and in the workplace. It is an excellent grounding for careers in Biomedical Sciences, Forensic Sciences, Environmental Sciences, Marine Biology, Biophysics, Medicine, Nursing, Dentistry, Veterinary Science, Physiotherapy, Pharmacy, Education and many more.

A Level

Specification: OCR Chemistry H432

SCIENCE: CHEMISTRY

Contact:

JMS: Mr B Gilkes
FZ: Mr W Browne

What will I study?

The Physical Chemistry topics are Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Chemical equilibria and Le Chatelier's principle, and Oxidation, reduction and redox equations.

The areas of inorganic chemistry are Periodicity, Group 2, the alkaline earth metals and Group 7, the halogens. As an introduction to organic chemistry, students will study Alkanes, Halogenoalkanes, Alkenes, Alcohols and Organic analysis. Reaction rates and equilibrium, pH and buffers, Enthalpy, entropy and free energy, Redox and electrode potentials and Transition elements

Further organic chemistry will include Aromatic compounds, Carbonyl compounds, Carboxylic acids and esters, Nitrogen compounds, Polymers, Organic synthesis, Chromatography and spectroscopy.

How will I be assessed?

Assessment is based on three papers, two longer papers covering half the content each. These are made up of a mixture of short answers, longer structured answers and multiple choice questions. There is a slightly shorter, synoptic paper covering everything requiring longer answers. Practical competence is assessed via 12 practical tasks and reported separately as pass or fail.

How will I learn?

Students will undertake practical work to illustrate the underlying ideas throughout the course. There will be short questions set to check understanding along the way and longer questions at the end of each section.



A Level

Specification: OCR Physics H566

SCIENCE: PHYSICS

Contact:

JMS: Dr R Marsh
FZ: Mr W Browne

What will I study?

Development of practical skills in Physics Foundation of Physics (quantities & units, scalars & vectors, measurements), Forces & motion (motion, forces, work, energy & power, materials, Newton's laws) Electrons, waves & photons (Charge & current, energy, power & resistance, electrical circuits, waves, quantum physics) Newtonian world and astrophysics (Thermal physics, circular motion, oscillations, gravitational fields, astrophysics) Particles & medical physics (Capacitors, electric fields, electromagnetism, nuclear & particle physics, medical imaging)

How will I be assessed?

- Paper 1: Modelling Physics 100 marks (37%) 2h15min
- Paper 2: Exploring Physics 100 marks (37%) 2h15min
- P1&2: Multiple choice (15) Structured Questions(85)
- Paper 3: Unified Physics 70 marks (26%) 1hr30min Structured questions and extended response questions
- Practical Endorsement: Teacher assessed, exam board moderated. Reported separately to A level grade - pass/fail only.

How will I learn?

- Working through examples
- Problem solving
- Practical activities
- Research & discussion

What skills will I need?

- Self-motivation
- Logical thinking
- An enjoyment of problem-solving
- Determination
- Good algebra skills

A Level

Specification: AQA

SOCIOLOGY



Contact:

FZ: Mr M Axon

Compulsory topics

- Education
- Crime and Deviance
- Research Methods
- Sociological Theory

Optional topics (decided by faculty)

One from:

- Culture and Identity
- Families and Households
- Health
- Wealth, Poverty and Welfare

One from:

- Beliefs in Society
- Global Development
- The Media
- Stratification and Differentiation

How will I be assessed?

Sociology is assessed by 3 end of course examinations which consist of a mixture of short answer and extended (essay) questions.

How will I learn?

Our learning depends on a variety of lesson techniques including:

- Reading and note-taking
- Individual research e.g. interviews, questionnaires, observations
- Debate and discussion
- Presentations
- Research of, and application to, current events

What skills will I need?

- An ability to select and deploy relevant information to support arguments.
- Independent study skills, including keeping up to date with sociological trends in the news.
- Willingness to ask questions and participate in discussion in class.
- Ability to analyse information critically.
- Eagerness to understand our society and how it works.
- Willingness to think critically about the world around you.
- A keen interest in writing essays and the ability to think reflectively about feedback

Careers & Progression

Sociology links to a range of careers that involve analytical thinking, an understanding of politics and society and a range of critical thinking skills. These include:

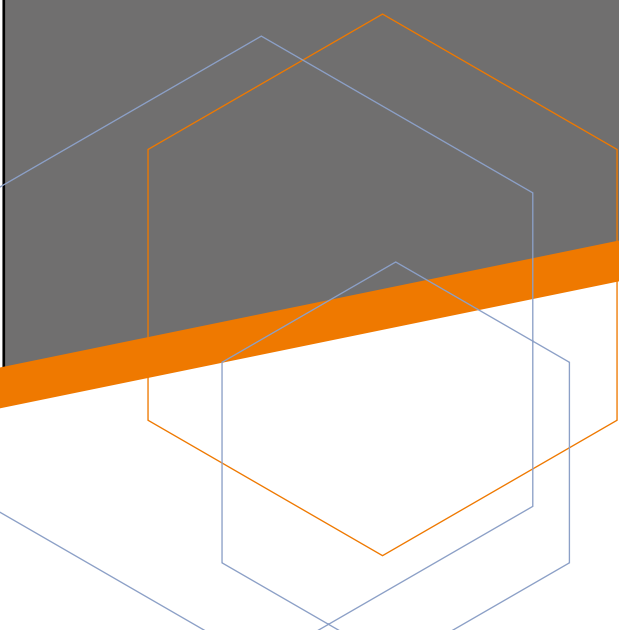
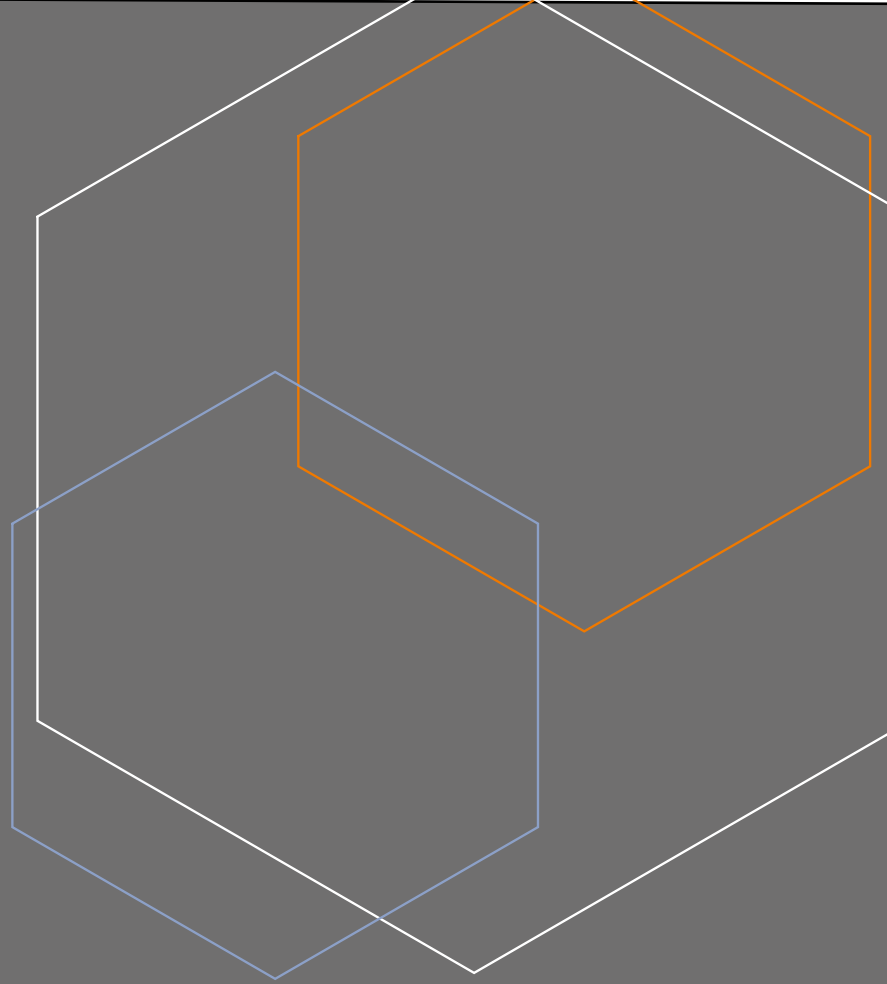
- Law
- Politics
- Journalism
- Social Work
- Care Work
- Teaching
- Sociological and political research



An **outstanding** 6th Form

JMF6

ABINGDON



www.jmf6abingdon.co.uk