St John Henry Newman
Catholic School

Sixth Form Information 2023

St John Henry Newman
Catholic School

Scalegate Road, Carlisle, Cumbria CA2 4NL
Headteacher: Mr J D McAuley BA (Hons) MEd

Tel: 01228 404942
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July 2023

Dear Prospective Sixth Former

Welcome to Sixth Form – Year 11 into Year 12

Time spent in sixth form is a very important stage in your education and chosen career path. It leads to exciting openings, either through university, a college course or through a variety of employment and training opportunities. We live in an extremely competitive society where a good post-16 education opens many doors.

Selecting a sixth form is an important decision and with our new site located on Scalegate Road to the south of the city, our pupils benefit from outstanding new facilities and resources, including a bespoke sixth form area with study area, common room, catering facilities and computer access.

St John Henry Newman Catholic School is a smaller than average sized comprehensive school where we know each pupil as an individual. Our sixth form is an integral part of our school and our sixth formers play a key part in the school community and we expect them to be positive role models for our younger pupils.

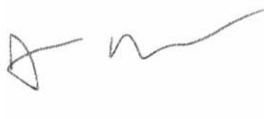
We have a long standing record of excellent outcomes for our sixth formers. Our post 16 curriculum is broad, offering a wide range of subjects taught in small classes, including A levels, BTEC's, vocational courses, work experience and extended projects.

Please read the information in this pack carefully. Talk to your subject teachers, careers staff, and parents as your final choices will involve much discussion and consideration and of course, will depend on your GCSE grades in the summer. Your teachers will be in school to offer you information, help and guidance on results day.

Sixth form is a challenging and enjoyable time. The key to success is hard work and commitment. Selecting a sixth form is an important decision.

If you are currently studying somewhere else please contact us to discuss any questions you may have and arrange a visit to St John Henry Newman Catholic School when it is possible and convenient for you.

Yours sincerely



Mr J McAuley
Headteacher

St John Henry Newman
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Dear Pupil

Thank you for your interest in our Sixth Form.

We aspire to be the best post-16 provider in our area and we offer our pupils a full range of A Level and BTEC courses in a supportive environment underpinned by Catholic values of community, compassion and responsibility towards others.

We seek to prepare our pupils for their first steps into adulthood through personalised advice and guidance, close liaison with home and a full range of partner programmes, university visits and work experience placements.

We believe that educating young people is one of the most important jobs in society. At St John Henry Newman Catholic School we take that task very seriously.

Our Sixth Form is smaller than average and we pride ourselves on knowing our pupils as individuals, providing individual support and guidance throughout their time with us and pursuing academic excellence. Pupils in St John Henry Newman Catholic School Sixth Form are not lost in a large institution.

Please do not hesitate to contact me if you would like to meet our current sixth form pupils, when it is possible to do so, and discuss your options further.

Best wishes.

Mrs S Hoskins

Sarah Hoskins
Head of Sixth Form

St John Henry Newman
Catholic School

HISTORY

A LEVEL HISTORY

"The more you know about the past, the better prepared you are for the future." Theodore Roosevelt

Introduction

History is an all-encompassing subject that can provide Pupils with the breadth and depth of knowledge and skills to enable them to pursue almost any career pathway. Pupils gain the ability to carefully consider evidence and analyse it from a wide range of perspectives. They evaluate reliability and value; they use evidence to draw supported conclusions; and they analyse the different ways in which the past has been interpreted. These are hugely transferable skills and are much sought after by employers and university admissions tutors.

Course Outline and Assessment

Pupils study two examined units which stretch across the two years of the course. These are The Tudors: England 1485-1603 and Democracy and Nazism: Germany 1918-1945 which builds on the GCSE Germany unit. These are examined by two 150 minute exams at the end of year 13. At present, the school does not enter Pupils for an AS exam at the end of Year 12.

In addition to the examined units, Pupils also complete the Non-Examined Assessment (NEA). This is an independent piece of research and writing that the Pupils conduct on a period of 100 years. The NEA models university level work with the Pupils researching a topic of their choosing and producing a 4000 word essay on the subject. We believe that this gives Pupils the best opportunity to work like a historian and delve into a topic that really interests them. NEA topics in the past have ranged from revolutions in France to European colonialism; from Irish nationalism to religious tolerance in the Polish-Lithuanian Commonwealth.

Course Requirements

- A deep interest in the subject
- At least a 6 in GCSE History
- At least a 5 in GCSE English

For further information see Miss Lowrey.

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MATHEMATICS

A LEVEL MATHEMATICS

Introduction

The course covers a broad range of topics enabling Pupils to develop further understanding of the subject, acquiring appropriate skills and techniques along the way. They will also develop the ability to think clearly and logically to ensure a suitable foundation for further study of mathematics and other related disciplines. All this will help Pupils appreciate how mathematical ideas can be applied in their every day work.

As well as degree courses in mathematics, sciences and statistics former Pupils taking A level mathematics have gone on to study medicine, law, engineering, accountancy, education, computing and a wide range of other Higher Education courses.

Course Outline

The A-level course no longer follows a modular structure, meaning that all aspects of the course (Pure and Applied - Statistics and Mechanics) are taught cumulatively and collaboratively where applicable. They are also assessed in this manner. During Year 12 Pupils will learn the basics of pure mathematics and the foundations of both statistics and mechanics. In Year 13, pupils will build on the pure mathematics and further their statistics and mechanics understanding from Year 12.

Assessment Method

All topics covered are assessed in three 1 hour 30 exams in the summer of Year 13 only. AS examinations are now decoupled from the A-level, meaning the end assessment at the end of A2 is the sole indicator of the overall grade achieved. We do not, as a school enter Pupils for the AS examinations. There is no coursework element.

Course Requirements

Pupils need a good understanding of mathematics and will have taken GCSE at Higher Level and achieved at least a grade 6.

For further information see Mr Orton, Director of Mathematics.

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BIOLOGY

BIOLOGY A LEVEL

The Biology A Level we offer is the **AQA Biology course**. The course contains 8 modules;

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

These topics allow Pupils to fully broaden their knowledge of traditional Biology (e.g. Cells and Biological Molecules) along with the new and exciting developments in the subject (e.g. The control of gene expression).

The A Level is assessed through three, 2 hour exams at the end of Year 13. Paper one and two are a mixture of short and long answer questions (each contributing to 35% of the A Level), paper three consists of structured questions, including practical techniques, critical analysis of practical techniques and a written essay from a choice of two titles (contributing the final 30%).

Practical skills are assessed through recommended practicals completed throughout the duration of the course, Pupils then gain either a pass or fail for their practical skills. There is no longer a traditional coursework unit contributing to the AS or A2.

In order to start the course, pupils must have gained at least a 6 in dual award but preferably Biology GCSE along with a 6 in Maths and a 6 in English.

Biology is an excellent stepping stone for many Further Education courses for example medicine, veterinary science, dentistry, natural sciences, midwifery, radiology, geography, sports science, microbiology and so many more.

See Mrs Love, Head of Science for further details.

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CHEMISTRY

A LEVEL CHEMISTRY

A Level Chemistry will give you an insight into the physical universe. Chemistry touches every aspect of our lives from the bodily functions within us to the atmosphere around us.

Chemists can go onto a diverse range of careers from finding more sustainable ways of harnessing energy to making medical advancements in research or being a doctor. Chemistry is often referred to as a central science as it combines physics, biology, mathematics and medicine. Through Chemistry we are able to explain biological and physical phenomena that cannot be understood through one science alone. A Level Chemistry covers the fundamentals of Physical, Organic and Inorganic Chemistry.

Physical Chemistry is the study of the physical structure of chemical compounds. You will explore how chemicals react with one another and the bonds that hold them together. Physical Chemistry is used in everyday life whether that's baking or in medicinal fields. The knowledge we have gained from understanding chemical compounds and how they interact has been life changing. Topics studied in physical chemistry include: Atomic structure, bonding, kinetics, rates, electrochemical cell, acids and bases.

Inorganic chemistry is concerned with the properties and behaviour of inorganic compounds, which include metals, minerals, and organometallic compounds. Inorganic compounds are chemical compounds that lack carbon-hydrogen bonds. This part of the course will cover: Periodicity, Alkaline earth metals, Halogens, Properties of Period 3 elements and their oxides, Transition metals and Reactions of ions in aqueous solution. Inorganic chemistry is used to study and develop catalysts, coatings, fuels, surfactants, materials, superconductors, and medicines.

Organic chemistry is a branch of chemistry that studies the structure, properties and reactions of organic compounds, which contain carbon in covalent bonding. These structurally diverse compounds vary from naturally occurring petroleum fuels to DNA and the molecules in living systems. Many of these compounds are used as drugs, medicines and plastics. Organic chemistry builds on the knowledge you already have from GCSE chemistry on alkanes, alkenes, alcohols, carboxylic acids, DNA and polymers.

There is a broad range of sectors for employment within organic chemistry including, industry, healthcare and research. If you continue your journey after A Level Chemistry you could find yourself in a rewarding career such as:

- Biotechnologist
- Chemical Engineer
- Drug Discovery and Chemical Industries
- Environmental, Forensic or Materials Scientist
- Food Technologist
- Geochemical Engineer
- Nanotechnologist
- Pharmacologist
- Science Writer
- Teacher

In order to start the course Pupils must have gained at least a 6 in dual award but preferably Chemistry GCSE along with a 6 in Maths and a 6 in English.

For further information see Mrs Orton.

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PHYSICS

AQA PHYSICS

Introduction

The AQA Physics course extends the study of physics beyond GCSE introducing new ideas and concepts and also developing existing skills and abilities. The key principles of physics are explored and related to effects and observations in the everyday world. New areas of study give Pupils a taste of some of the courses available at Further Education institutions. The course should help develop logical thinking, independent study skills problem solving and the ability to express ideas clearly and well as stimulating a life-long interest in to 'why the world works the way it does'.

This course can lead on to degree courses in physics, all branches of engineering, architecture, materials science, computing, astronomy, astrophysics, particle physics, health physics and many other branches of science. A good pass in physics is valued by a wide variety of bodies as evidence of a Pupil of high calibre.

The Physics A Level we offer is the AQA Physics course. The course contains 9 modules;

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics (A-level only)
7. Fields and their consequences (A-level only)
8. Nuclear physics (A-level only)
9. Optional unit - Engineering physics (A-level only)

Course requirements

In order to start the course Pupils must have gained at least a 6 in dual award but preferably Physics GCSE along with a 6 in Maths and a 6 in English.

Studying A level mathematics may be an advantage.

For further information see Mr Riddick.

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APPLIED SCIENCE

AQA LEVEL 3 APPLIED SCIENCE

This new Level 3 Applied General Certificates in Science is designed as a vocational complement to A-levels or Tech-levels and ideal for learners looking to broaden their knowledge of a particular sector. Developed with the support of higher education they also meet new performance measurements for achievement and attract UCAS tariff points.

This Level 3 qualification offers a practical introduction to science and supports progression to further study or employment. Developed in collaboration with schools, colleges and higher education, it helps learners develop the fundamental scientific knowledge and practical skills valued by universities and employers. The Level 3 **Certificate** and **Extended Certificate** in **Applied Science** offers a variety of assessment types, from examined content to research and portfolio building. This allows learners to apply their knowledge in a practical way. This integrated approach to learning supports a more realistic and relevant qualification for learners.

Learners will:

- practise experimental scientific techniques and explore how they are applied in industry
- develop their knowledge and understanding of concepts in biology, chemistry and physics
- plan and carry out a scientific investigation of their own choosing
- explore ways in which topical scientific issues are presented in the media
- investigate the role of scientists and the different career pathways open to them
- use the optional unit to decide which scientific pathway to follow.

The Applied Science qualifications feature internally and externally assessed units. Externally assessed units are assessed by a 1 hour 30 minute examination. Internally assessed units are compensatory allowing learners' achievements to be recognised in grading the unit.

The extended certificate has six compulsory units.

Course requirements

In order to start the course pupils must have gained at least a 5 in dual award Science GCSE along with a 5 in Maths and English.

For more information see Mrs Nichol.

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ART AND DESIGN

A LEVEL ART AND DESIGN

Course Outline

We follow the AQA Fine Art specification which consists of two components of work.

In ***Component 1***, pupils develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

In ***Component 2***, pupils respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of outcomes.

This is a practical unit with written elements in which candidates are expected to develop a personal investigation based on an idea, issue, concept or theme leading to a finished piece or pieces. The practical elements are linked with some aspect of contemporary or past practice of artists, designers or craftspeople.

How does this build on from KS4?
What is the key knowledge they must learn?

The exam papers will consist of a choice of eight questions to be used as starting points. Candidates are required to select one.
Preparatory work is submitted in any appropriate form with sources identified and acknowledged.
There is a 15-hour supervised period in which candidates must complete, unaided, their response to their chosen examination question.
The key knowledge Pupils need is how to respond to four assessment objectives. In addition, they must produce a written piece relating to their theme.
In Year 12, we build on skills and techniques from KS4 starting with the theme 'Everyday Objects'. We analyse the work of Claes Oldenburg in much more depth than KS4 and come to a greater understanding that art of note always reflects society of the time.
From Pop Art we study Cubism still life inspired by Picasso and British Cubist, Ben Nicholson. We build on the techniques of texture and relief and research the origins of Cubism and how different perspectives are used on one plane.

In Year 13 we work from past exam papers. Pupils choose their starting point based on their skills/technique strengths. Pupils research artists in depth which feeds into their written component. They work independently evaluating and analysing as work progresses.

Course requirements:
Grade 5 or above in Art and Design plus two other GCSE passes at grade C or above. A genuine interest in the subject is essential!

For further information speak to Miss Bentley, Head of Art.

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PRODUCT DESIGN

A LEVEL PRODUCT DESIGN

Why should I choose this subject to study at A level?

It's a 3D world...Think about the objects that you love. Your mobile phone with its delicious curves was designed on a computer screen. The car you yearn for started life as a reduced size clay model. A building that you admire sprang from the drawing board of an architect. It's not a new phenomenon. Our fascination with 3D design goes back to flint arrow heads and earthenware pots. As a 3D product designer you are at the crossroads of a number of skills. Of course you need creativity, in order to imagine the shape and function of the object. But you will also need to know about manufacturing processes, materials and marketing.

What will I study?

Year 12

- Materials, Components and Application (30%) – you will look at materials, production processes and the impact of cost and design.
- Learning through Designing and Making – you will produce some coursework using your own design with a range of materials and media.
- Design and Manufacture (20%) - helping you to appreciate the relationship between design and technology, or form and function.
- Design and Making Practice (50%) – you will make an object and record the processes that you went through.

How will I be assessed?

Year 13

- Two external exams, one is 2hr 30mins, the second is 1hr 30min (50%)
- Design and Make Task (50%)

Future Pathways

As well as degree courses in Product Design other Degree options are Mechanical Engineering, Fashion Design, Architecture and Industrial Design. Many universities also offer Degrees that combine subjects such as Sports Technology and Computer Aided Design.

Who can I talk to if I want to know more?

Please contact Mrs Hurst who will be happy to help.

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APPLIED DIPLOMA IN FOOD SCIENCE AND NUTRITION

WJEC Level 3 Applied Diploma in FOOD SCIENCE AND NUTRITION

Why should I choose this subject to study at Sixth Form?

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

What will I study?

This is an Applied General qualification. This means it is designed primarily to support learners progressing to university. It has been designed to offer exciting, interesting experiences that focus learning for 16 - 19 year old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food production industry.

WJEC Level 3 Applied Diploma in Food Science and Nutrition			
Unit Number	Unit Title	Structure	Assessment
1	Meeting Nutritional Needs of Specific Groups	Mandatory	Internal and External
2	Ensuring Food is Safe to Eat	Mandatory	External
3	Experimenting to Solve Food Production Problems	Optional	Internal
4	Current Issues in Food Science and Nutrition	Optional	Internal

Learners complete **three** units: two mandatory and one optional. The first mandatory unit will enable the learner to demonstrate an understanding of the science of food safety, nutrition, and nutritional needs in a wide range of contexts, and through ongoing practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals. The second mandatory unit will allow learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again, practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience. Studying one of the two optional units will allow learners the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

Future Pathways

As well as degree courses in food science and nutrition. other degree options are Mechanical Engineering, Fashion Design, Architecture and Industrial Design. Many universities also offer degrees that combine subjects such as Sports Technology and Computer Aided Design.

Who can I talk to if I want to know more?

Please contact Mrs Hurst or Miss Bradley who will be happy to help.

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BTEC NATIONAL IN COMPUTING (LEVEL 3)

BTEC NATIONAL IN COMPUTING (LEVEL 3)

BTEC courses are one of the most popular routes of progression and are a widely recognised qualification for entry into higher education, than any other vocational courses. They are also accepted by 95% of universities and colleges including Oxford University. BTECs have become a popular route for many Pupils due to the vocational nature of the course, allowing an insight into real scenarios so that core knowledge can be applied.

These courses have become more attractive to employers and higher education providers alike as they provide skills in independence, organisation and self-discipline. A range of mandatory units is provided in response to employer feedback to ensure that all Pupils have the same master skills.

The content of this qualification has been developed in consultation with academics to ensure that it incorporates the most up-to-date knowledge and skills to enable progression to higher education.

In addition, employers and professional bodies have been consulted on the content development to corroborate its relevance with current industry practice used in computing and related occupational disciplines.

Many argue that the portfolio approach to BTECs can better prepare Pupils for academic life in higher education.

Pupils choosing to study the BTEC National in Computing at St John Henry Newman Catholic School will complete the extended certificate which is completed over two years and is the equivalent of an A level. This requires the completion of four, 3 of which are mandatory.

1 – Principles of Computer Science - externally assessed exam
2 – Fundamentals of Computer Systems - externally assessed exam
3 – IT Systems Security and Encryption - internally assessed portfolio
4 – Optional unit – will be based on Website Development - internally assessed portfolio

Units are graded Distinction, Merit or Pass, with overall grades awarded as Distinction*, Distinction, Merit or Pass.

Lessons include a variety of seminar style learning, practical activities, and presentations.

For any further information, please see Mrs Herring or Mr Robinson.

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B-TEC NATIONAL INFORMATION TECHNOLOGY LEVEL 3

BTEC NATIONAL IN INFORMATION TECHNOLOGY (LEVEL 3)

BTEC courses are one of the most popular routes of progression and are a widely recognised qualification for entry into higher education, than any other vocational courses. They are also accepted by 95% of universities and colleges including Oxford University. BTECs have become a popular route for many Pupils due to the vocational nature of the course, allowing an insight into real scenarios affecting individuals and organisations in different industries, so that core knowledge can be applied.

These courses have become more attractive to employers and higher education providers alike as they provide skills in independence, organisation and self-discipline. A range of mandatory units is provided in response to employer feedback to ensure that all Pupils have the same master skills.

Many argue that the portfolio approach to BTECs can better prepare Pupils for academic life in higher education. Pupils choosing to study the BTEC National in Information Technology at St John Henry Newman Catholic School will complete the extended certificate which is completed over two years and is the equivalent of an A level.

This requires the completion of 4 units, three of which are mandatory.

1. Information Technology Systems – written exam
2. Creating Systems to Manage Information – externally set and marked
3. Using Social Media in Business – internally set and marked. Project based.
4. Optional unit – this will be based on Website Development.

Units are graded Distinction, Merit, Pass or Unclassified with overall grades awarded as Distinction*, Distinction, Merit Pass or Unclassified.

For any further information, please see Mrs Herring or Mr Robinson.

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PHILOSOPHY, ETHICS & THEOLOGY (OCR)

A-LEVEL PHILOSOPHY, ETHICS AND THEOLOGY – RELIGIOUS STUDIES (OCR)

Studying Religious Studies at A-level helps you think through the deepest and most basic questions of human life. We study Philosophy – what is real? We study Ethics – what is good? We study Theology – who is God? If you choose to take the subject it will help to make sense of all other subjects and will prepare you for any career in the future.

There are three areas of the subject: Philosophy of Religion; Religion and Ethics; Developments in religious thought.

Religious Studies at A-level is a thought-provoking course designed to help you develop a critical mind that can grapple with the ultimate questions that face humankind. It will enhance your ability to develop clear and logical arguments and to debate with others, leading you to question both what you think and the world around you.

In this course you will study and examine the work of great classical philosophers such as Aristotle and Plato and their questioning of the very nature of existence. You will explore the nature of the soul, mind and body, the problem of evil, the nature and impact of religious experiences and the issues in religious language. You will also study the compatibility of religion and science and analyse the traditional arguments for the existence of God.

There is also a unit that explores developments in religious thought. You will study religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world, look at practices that shape religious identity and significant social and historical developments in theology.

In addition, you will be introduced to ethical theories and question how we decide on right and wrong, how people use ethical language and the significance of the conscience. You will then apply these theories to a variety of ethical issues, developing new perspectives that will allow you to better understand, and respond to, the challenges that affect the world today.

For further information see Mrs McAree, Subject Leader for Religious Education, or any of the teachers in the Department.

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HEALTH &
SOCIAL CARE

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN HEALTH AND SOCIAL CARE

Programme outline

The health and social care sector comprises of two sub sectors; health care and social care. Health care encompasses all hospital activities, medical nursing homes and GP services, for example. The social care sector includes residential nursing care, residential nursing facilities, residential care facilities, domiciliary care and social work. Pupils are able to progress into work in the sector through degree programmes in nursing, midwifery, social work, physiotherapy, occupational therapy and pharmacy, for example. There are more than 300 distinct career paths in this sector. The sector is a major employer, employing almost four million people across the UK.

Who is this qualification for?

This qualification aims to provide an introduction to study the sector and is for the Pupil interested in learning about the health and social care sector as part of a balanced study programme. It is Applied General qualification, and is equivalent in size to one A level. It supports access to a range of higher education courses, possibly in health and social care, if taken alongside further level 3 qualifications. The qualification typically makes up one third of a study programme.

What does the qualification cover?

Pupils will complete the following mandatory units:

- Human Lifespan Development
- Working in Health and Social Care
- Meeting Individual Care and Support Needs.

Pupils are able to select one option unit that supports their progression to specialised degree programmes, and which covers the biological and sociological topics relevant to the different parts of the sector. Optional units include:

- Sociological perspectives
- Psychological perspective
- Additional needs
- Physiological disorders.

What could this qualification lead to?

Because the Pearson BTEC Level 3 National Extended Certificate in Health and Social Care is generally taken alongside other qualifications, as part of a two year programme of learning, Pupils will be able to choose a wide range of degree programmes to progress to, depending on the other subjects they have chosen. The qualification is intended to carry UCAS points and is recognised by Higher Education providers as contributing to meeting admission requirements to many courses. For example, if taken alongside:

- A levels in biology and psychology, it could lead to a BSc (Hons) in nursing
- A levels in English and history, it could lead to a BA (Hons) in Primary Education

Pupils should always check the entry requirements for degree programmes at specific HE providers. Will the qualification lead to employment, if so, in which job role and at which level? This qualification is designed primarily to support progression to employment via higher education. It also supports Pupils choosing to progress directly to employment as the transferable knowledge, understanding and skills will give successful Pupils an advantage in applying for a range of entry level roles, industry training programmes and Higher Apprenticeships; for example, the Adult Social Care Apprenticeship or the Allied Health Profession Support Apprenticeship.

For more information please contact Mrs Hoskins, Head of Department – Social Sciences.

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PSYCHOLOGY

A LEVEL PSYCHOLOGY (EXAM BOARD AQA PSYCHOLOGY 7182)

Pupils will sit three two-hour exams in June of the second year of study.

Pupils should be able to

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content
- apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness
- designing research
- conducting research
- analysing and interpreting data.

In carrying out practical research activities, Pupils will manage associated risks and use information and communication technology (ICT).

Subject Content

Paper 1 – Introductory topics in health and social care
Social influence
Memory
Attachment
Psychopathology

Paper 2 - Psychology in context
Approaches in Psychology
Biopsychology
Research methods
Scientific processes
Data handling and analysis

Paper 3 – Issues and options in psychology
The following are studied in Paper 3
Issues and debates in Psychology
Gender
Schizophrenia
Forensic Psychology

For more information please contact Mrs Hoskins, Head of Social Sciences.

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SOCIOLOGY

A LEVEL SOCIOLOGY (EXAM BOARD AQA SOCIOLOGY 7192)

Pupils will sit three two-hour exams in June of the second year of study.

Within the field of sociology, Pupils study -

- sociological theories, perspectives and methods
- the design of the research used to obtain the data under consideration, including its strengths and limitations.

Pupils must study the following two core themes:

- socialisation, culture and identity
- social differentiation, power and stratification.

The central focus of study in this specification should be on UK society today, with consideration given to comparative dimensions where relevant, including the siting of UK society within its globalised context.

Subject Content

Paper 1
Education and Methods
Education
Methods in context

Paper 2
Topics in Sociology
Families and Households
Beliefs in Society

Paper 3
Crime and Deviance with theory and methods
Crime and Deviance
Theory and Methods

For more information please contact Mrs Hoskins, Head of Social Sciences.

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BUSINESS

BTEC NATIONAL IN BUSINESS (LEVEL 3)

BTEC courses are one of the most popular routes of progression and are a widely recognised qualification for entry into higher education, than any other vocational courses. They are also accepted by 95% of universities and colleges including Oxford University. BTECs have become a popular route for many Pupils due to the vocational nature of the course, allowing an insight into real business scenarios so that core knowledge can be applied.

These courses have become more attractive to employers and higher education providers alike as they provide skills in independence, organisation and self-discipline as Pupils are encouraged to develop their independent research skills and ability to analyse different situations and making recommendations to businesses.

Many argue that the portfolio approach to BTECs can better prepare Pupils for academic life in higher education. Pupils choosing to study the BTEC National in Business at St John Henry Newman Catholic School will complete the extended certificate which is completed over two years and is the equivalent of an A level. This requires the completion of 4 units, three of which are mandatory.

1 – Exploring Business – internally set and marked.
2 – Developing a marketing campaign – externally set and marked.
3 – Personal Business and Finance – external written exam.
4 – Optional Unit - this unit will be based around the recruitment and selection processes used by a business and how these must be carried out legally and ethically.

Units are graded Distinction, Merit, Pass or Unclassified with overall grades awarded as Distinction*, Distinction, Merit, Pass or Unclassified.

Teaching strategies are varied including seminar style lessons, case study work, practical activities, role play, reflective activities, and presentations. All work is set within a business context, thus preparing Pupils for further education and employment.

For any further information, please see Mrs Herring, Head of Department.

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ENGLISH LANGUAGE & LITERATURE

OCR A LEVEL ENGLISH LANGUAGE AND LITERATURE

This course offers Pupils an opportunity to study a range of material both literary texts: poetry drama and novels as well as non-literary texts such as: spoken transcriptions, advertisements, autobiographies, biographies, travel writing, journalism, information texts, instructional texts, letters, reports and speeches. In responding to non-literary texts, learners will be taught to recognise the bias, the moral outlook, the prejudices, attitudes and values of speakers and writers and to be able to analyse how these are conveyed through the use of language.

There is a coursework component which involves Pupils completing two pieces of writing: a comparative study of two texts, one of which must be non-fiction and a piece of non-fiction creative writing. There is an enormous freedom here to explore subjects that really interest you.

This course builds on the skills developed at GCSE and introduces candidates to studying texts from a linguistic perspective in addition to using literary tools of analysis. We will explore language at word, sentence and whole text level to consider how language has changed over time and continues to do so and how texts reveal the political and cultural concerns of their creators.

This is a course that is varied and exciting but only if you enjoy reading. Yes, there are opportunities for creative writing but these are based around intensive study of the writings and speeches of others.

This qualification provides Pupils with the skills necessary to study English at university either Literature, Language or Creative Writing. It also offers an excellent grounding in communication skills that are highly regarded in all areas of employment and applications for careers in media, social work, teaching, law, the civil service would be especially well supported by this qualification.

In order to follow this course in the sixth form you need to have a grade 5 or above in English Language or Literature.

For more information please speak to Mrs Tickell.

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SPANISH

A LEVEL SPANISH

If you have enjoyed studying languages and you are good at them, then you should think about studying Spanish at A-Level. Spanish is the second most widely spoken language in the world with over 400 million speakers in 21 different countries. It is also one of the most spoken languages in Europe. Being able to speak Spanish can provide you with numerous academic and career opportunities. Not only will you be able to fluently communicate with people of many different nationalities, but Pupils will also be fascinated by and learn about the rich and vibrant culture, history and politics of Spain and Latin America.

COURSE CONTENT

During the first year, Pupils will study the changes in Spanish family life and society, since and during the dictatorship of General Franco, to the current democracy. Pupils will also study the many regional identities and artistic culture (including the in-depth study of one film) of some Spanish speaking countries, and the influence of technology. During the second year, Pupils will learn about multiculturalism, aspects of political life in the Hispanic world and also study a novel.

METHOD OF ASSESSMENT

Paper 1: Listening, Reading and Writing (50%).

Paper 2: Writing (20%).

Paper 3: Speaking (30%).

LINKS TO OTHER SUBJECTS AND CAREERS

Spanish can be combined with many subjects including Business, Economics and English. An A level in Spanish enables the study of many other languages at university. A language degree is an asset in any career and there are many career choices including the diplomatic service, journalism, exports, education and tourism.

For more information please see Mrs Woodman, Head of Spanish.

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EXTENDED PROJECT QUALIFICATION

EXTENDED PROJECT QUALIFICATION

As part of our Sixth Form provision of Religious Education each pupil undertakes the Extended Project Qualification and receives one period of timetabled lesson time with the RE department.

During this time, pupils will pursue the Extended Project Qualification, which involves completing a dissertation of 5000 – 6000 words on a topic and research proposal of their choosing. In addition, Pupils continue their study of Religious ethics and theology and philosophy to assist in the development of their spiritual literacy and cultural capital.

COURSE CONTENT

Pupils choose a research topic, which interests them, and write a dissertation over the two years of Sixth Form study. Pupils must be able to identify, plan and manage their dissertation, undertake research, collect evidence and select information, interpret evidence, draw conclusions and write up results and present their findings, conclusions and evaluations to an audience through a presentation. Lessons will include the development of research skills, project management skills, writing and presentation skills.

METHOD OF ASSESSMENT

Ability to manage and organise the project with identification of problems encountered. This is seen through their project proposal form, plan, schedule and activity log.

The use of a wide variety of resources and evaluation of their reliability
Written dissertation (5000-6000 words)
Presentation

LINKS TO OTHER SUBJECTS AND CAREERS

The EPQ fits alongside all other subject choices at Sixth Form and develops independent learning, clarity of communication, and skills of project planning and problem-solving. The EPQ equips Pupils with skills which they will draw upon in future careers, apprenticeships and higher education study, as well as helping them grow in academic confidence.

More details can be found at the Edexcel website:
https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Specification/Project-Specification-Level-3.pdf

For further information please see Mrs McAree, Head of RE.

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PHYSICAL EDUCATION

A LEVEL PHYSICAL EDUCATION

Overview: As an A-level PE Pupil you will be assessed in two areas:

Practical Performance (Coursework)

Assessment as a **performer** or **coach** in one chosen activity.

- A **spoken assessment** where you analyse and evaluate performance, suggesting strategies for improvement.
- **Theoretical Knowledge (Written exams)**

Assessment of a Pupil's knowledge and understanding across a broad range of topics covering the World of PE, Sport and Sports Science.

Is studying Physical Education for me?

- You enjoy sport and want to apply the science behind it.
- You want to improve your practical skills to make you a more effective performer.
- You want to gain a better understanding of how scientific, socio-cultural and environmental factors influence sport and physical activity.
- You would like to study a course which provides a foundation for study in Higher Education, for a career in sport/ leisure/ fitness or a range of other job opportunities

Course Content and Assessment
Practical Performance (30% of AS-Level & A-Level)

a) Assessment as a **performer** in one chosen activity. Pupils will have to demonstrate a mastery of skills, physical attributes and decision-making which helps them to achieve effective performance. OR

Assessment as a **coach** in one chosen activity. Pupils will have to demonstrate that they can plan, deliver and evaluate coaching sessions over a long period of time.

b) Assessment through a **spoken response**. Pupils will have to discuss the strengths and weaknesses of an observed performance in relation to skills, tactics and fitness. In the oral response they will have to explain an action plan for improvement.

Theoretical Knowledge

AS-Level Course (70% of AS-Level)

Component 1 – **Physiological Factors affecting Performance** (35% - 1hr 15min exam) - Demonstrate knowledge of topics – *Anatomy and Physiology, Exercise Physiology and Biomechanics*.

Component 2 – **Psychology and Socio-cultural themes in PE** (35% - 1hr 15min exam) - Demonstrate knowledge of topics – *Skill Acquisition, Sports Psychology and Sport and Society*.

A-Level Course (70% of A-Level)

Component 1 – **Physiological Factors affecting Performance** (30% - 2hr exam)

Demonstrate knowledge of topics – *Anatomy and Physiology, Exercise Physiology and Biomechanics*.

Component 2 – **Psychological Factors affecting Performance** (20% - 1hr exam)

Demonstrate knowledge of topics – *Skill Acquisition and Sports Psychology.*

Component 3 – **Socio-cultural and Contemporary Issues** (20% - 1hr exam)

Demonstrate knowledge of topics – *Sport, Society and Technological Issues.*

For more information please contact a member of the PE staff or email adrianirving@newman.cumbria.sch.uk

St John Henry Newman
Catholic School Sixth Form
Entry Requirements 2023

Subject	Essential GCSE requirement	Other required grades
Maths	Grade 6 in maths	
Biology	Grade 6 in science	Grade 6 in English; 6 in maths
Chemistry	Grade 6 in science	Grade 6 in English; 6 in maths
Physics	Grade 6 in science	Grade 6 in English; 6 in maths
Applied Science	Grade 5 in science	Grade 5 in English; 5 in maths
English Literature/Language	Grade 5 in English	
Business BTEC	Grade 5 in English; 5 in maths	
Computing BTEC	Grade 5 in ICT	
Information Technology BTEC	Grade 5 in ICT	Grade 5 in English; 5 in maths
History	Grade 6 in history	Grade 5 in English
Spanish	Grade 5 in spanish	
Art	Grade 5 in art	
Product Design	Grade 5 in technology subjects	
Food Science & Nutrition	Grade 5 in English; 5 in maths and 5 in science	Merit or above in catering Grade 5 in PE
Physical Education	Grade 5 in English; 5 in GCSE PE	Grade 5 in science
Psychology	Grade 5 in English; 5 in maths	
Sociology	Grade 5 in English	
Health and Social Care BTEC	Grade 5 in English	
Philosophy, Ethics & Theology	Grade 5 in English	