

SUCCESS FOR ALL



**ST JOHN HENRY NEWMAN
CATHOLIC SCHOOL**

**SIXTH FORM
PROSPECTUS**

WELCOME TO OUR SIXTH FORM PROSPECTUS

In the Sixth Form, our aim is to establish a learning culture that enables all students to reach or exceed their full potential, through a continued focus on academic rigour, exceptional pastoral care, and access to a broad range of wider school opportunities. The strength of our sixth former's outcomes allows them to secure places at many of the country's top universities, apprenticeships, and employment. We have a proud history of providing a truly holistic post-16 education for young people across Carlisle and we offer a wide range of Level 3 courses that are carefully matched to the skills and aspirations of our students, alongside a range of field trips to allow students to link their learning to the world around them.

Our sixth form is underpinned by Christian values of community, compassion and responsibility towards others. 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. We pride ourselves on knowing our pupils as individuals and providing individual support and guidance throughout their time with us.

All students study a minimum of three Level 3 courses: comprising of either A Level Applied General Qualification or BTEC qualifications, alongside an Extended Project Qualification (EPQ). Students receive high quality teaching during their two years at St John Henry Newman Catholic School Sixth Form, and a team of experienced tutors are on hand to support them with their academic and pastoral needs. Alongside the academic and pastoral support, we promote a wealth of enrichment activities and create opportunities for all students to immerse themselves in roles which support the wider school community. During their time in the Sixth Form, students will develop into self-regulated learners, who are equipped with the skills, values, and drive to



flourish academically and as individuals. Their successes will be celebrated, and they will play an important role in the wider school. Sixth Form can be demanding and requires commitment and determination to succeed.

Potential students are welcome to take a tour of our facilities and get a feel for what it would be like. We encourage you to take the opportunity to get as much information as you can about future opportunities from this prospectus, our website, and through the Information Evening.

We very much look forward to welcoming students into the Sixth Form and continue to be committed to supporting our young people to achieve success and prepare them for their next steps.

SARAH HOSKINS
HEAD OF SIXTH FORM



“St John Henry Newman Catholic School Sixth Form had a certain family-like warmth to it, not only due to its size but the support the teachers were ready to give at any given point, and their commitment to everyone’s success” WILLIAM OKORO

MESSAGE FROM THE HEADTEACHER

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.

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.

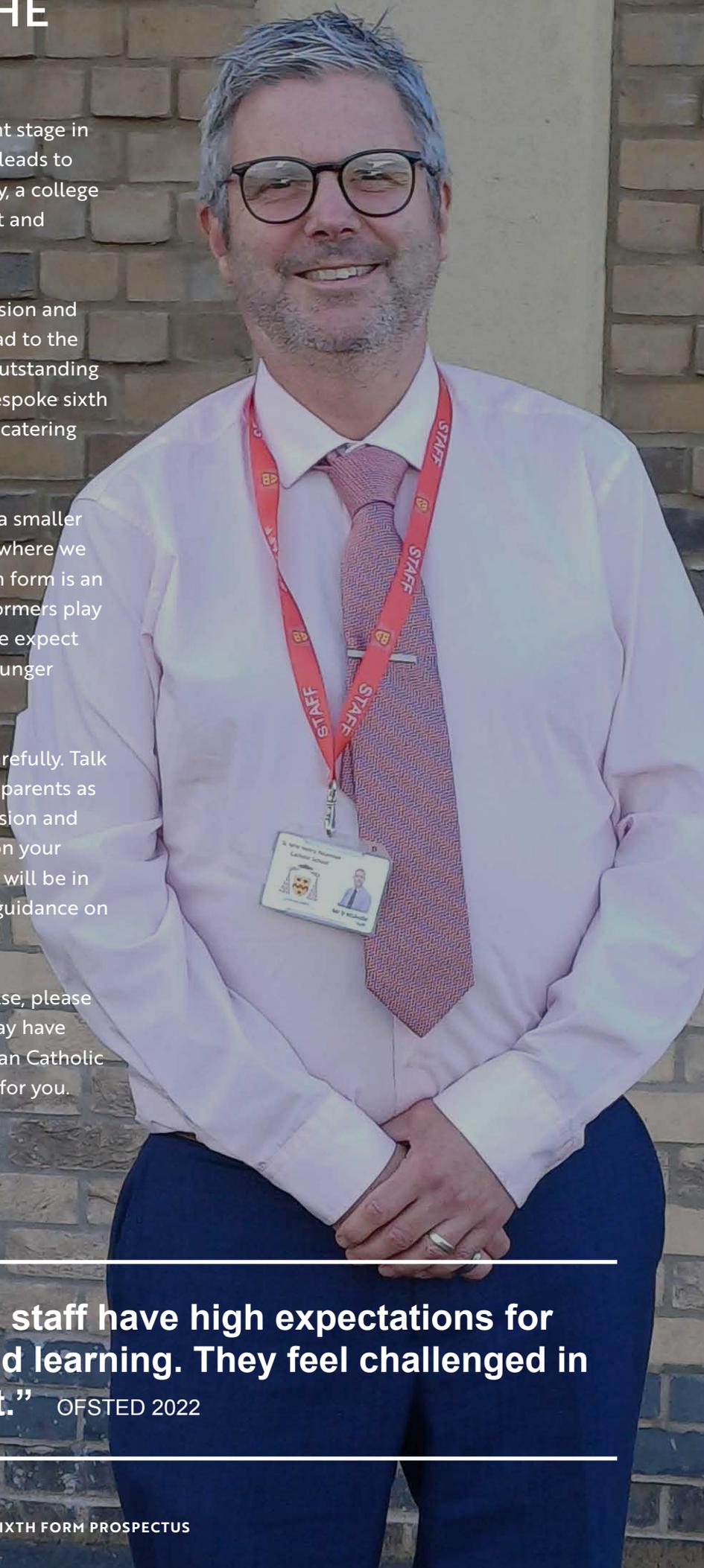
St John Henry Newman Catholic School is a smaller than average sized comprehensive school where we know each pupil as an individual. Our sixth form is an integral part of our school, and our sixth formers play a key part in the school community, and we expect them to be positive role models for our younger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

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.

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.

MR DECLAN McARDLE
HEADTEACHER

“Students know that all staff have high expectations for both their behaviour and learning. They feel challenged in lessons to do their best.” OFSTED 2022



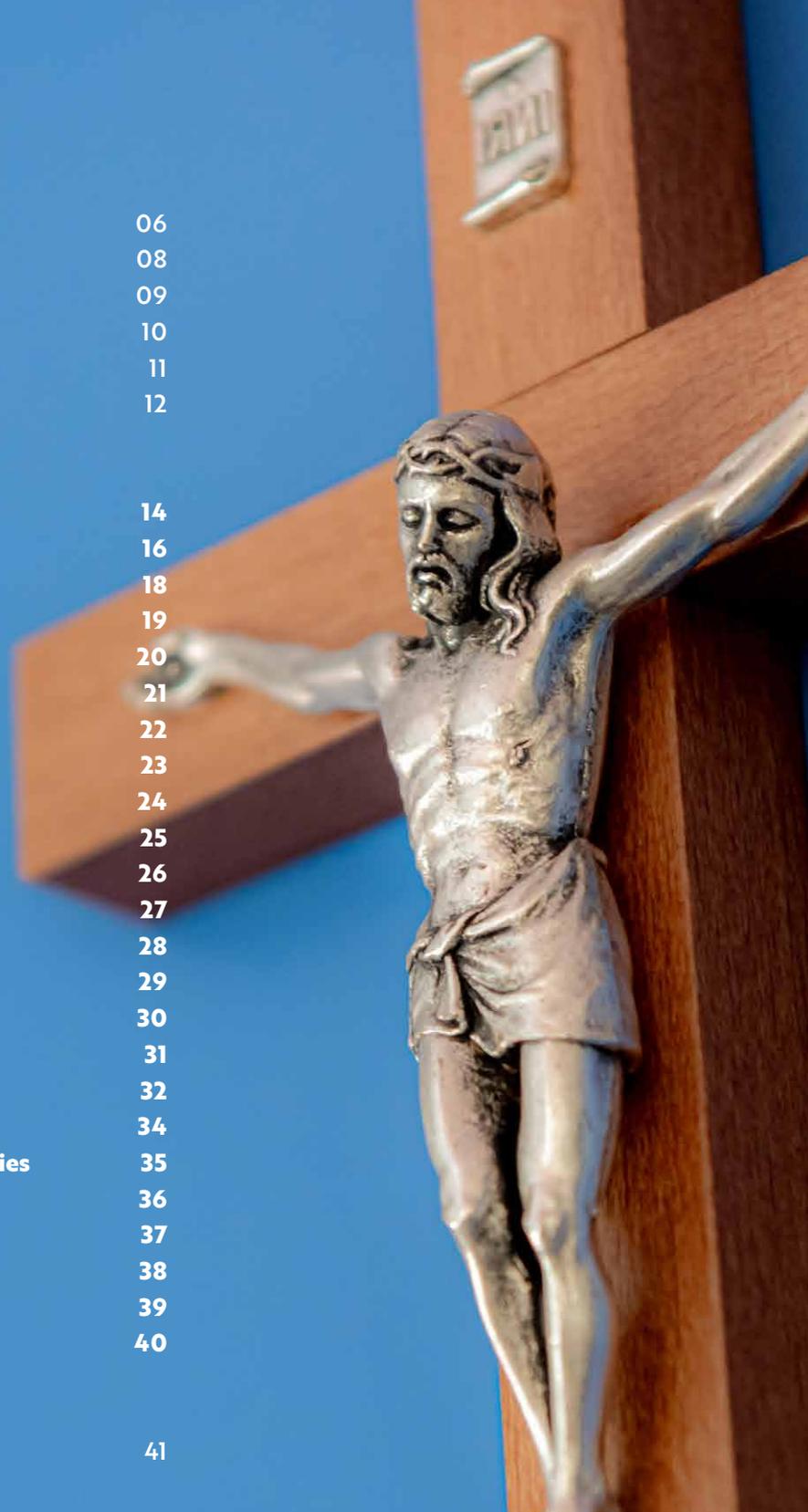
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THE QUALIFICATIONS CURRENTLY OFFERED

In the UK, Level 3 qualifications are advanced courses usually taken by students aged 16-19 after completing their GCSEs. These include A-levels, BTECs, and other vocational qualifications. They provide in-depth knowledge of a subject and can be used to apply for higher education, like university, or for skilled jobs. Level 3 qualifications are often seen as the next step after secondary school, helping students to specialize in areas that interest them.

A LEVELS

A-level qualifications (Advanced Levels) in the UK are academic courses typically studied by students aged 16-18 after completing their GCSEs. A-levels focus on specific subjects, such as psychology, mathematics, English, physics, or history, and are usually taken over two years. Students generally choose three or four subjects to study in-depth. These qualifications are a key requirement for university admissions, with many institutions setting specific grade requirements in certain subjects. A-levels are considered the gold standard of secondary education in the UK, allowing

students to specialize in subjects that align with their academic or career ambitions.

BTEC/AAQs

Level 3 BTECs (Business and Technology Education Council qualifications) are vocational courses in the UK that offer practical and career-focused learning in subjects like business, health and social care, IT, and engineering. They are typically taken by students after GCSEs and are equivalent to A-levels, often used for progression to university or skilled jobs. However, changes are coming in 2025 with the introduction of new Alternative Academic Qualifications (AAQs), which will replace many Level 3 BTECs. The goal of these reforms is to streamline the qualifications system by reducing overlap with new T-levels (usually studied at college), focusing on clearer academic or technical pathways. While some BTECs will remain in specific areas, many will be phased out in favour of AAQs and other qualifications that better align with current educational and industry standards.



LEVEL 3 APPLIED GENERAL CERTIFICATES/DIPLOMAS

Level 3 Applied General Certificates/diploma are vocational qualifications in the UK designed for students aged 16-19 who want to continue their education through practical and work-related learning. These qualifications offer a broad understanding of a subject area, such as criminology or applied science, and combine classroom study with practical skills. They are equivalent to A-levels and are often used to apply for university or further education but can also lead to employment. Applied General Certificates are intended for students who prefer a more hands-on approach to learning and want a qualification that balances academic theory with practical application.

GCSE RE-SITS IN MATHS AND ENGLISH

Some students may need to re-sit GCSE Maths or English to ensure they meet the essential qualifications required for future opportunities. Achieving at least a grade 4 in these subjects is often a minimum requirement for further education, apprenticeships, and many job roles. Resitting these GCSEs can provide students with the chance to improve their skills and gain the qualifications needed to progress onto higher-level courses, including A-levels, vocational qualifications, or university entry. At our sixth form, we offer dedicated support and tailored teaching to help students succeed in their resits, ensuring they have the best possible chance to move forward in their chosen career path.

“Leaders ensure that students in the sixth form benefit from relevant programmes to prepare them for the next stage in their education.” OFSTED 2019

LIFE IN SIXTH FORM



Life in the Sixth Form feels a bit different from previous school years. It's a time when students need to work hard and stay focused to achieve their goals. Alongside this, they are expected to set a positive example for younger students in the school, meaning they must maintain high standards in their appearance, attitude, and behaviour always.

ENRICHMENT

Students have the opportunity to engage in a wide range of enrichment activities, helping them gain a broader perspective on life. All Year 12 students complete a work experience week during their

time in Sixth Form, offering valuable insight into various industries and job roles. This experience is an excellent way to enhance CVs and strengthen future applications for university, apprenticeships, or employment. Recent placements have included shadowing vets, assisting in secondary and primary classrooms, and observing solicitors.

We encourage students to develop leadership skills, with an active Student Parliament and Head Students who take part in many school initiatives and events. These student leaders help organise Open Evenings for younger years, plan charity events, and run various social activities throughout the year.

There are also many extra-curricular activities for students to explore, including field trips, visits to galleries, theatres, and museums, as well as university visits. We participate in the Duke of Edinburgh Award to build leadership and resilience, alongside offering sports activities and opportunities to showcase musical talents. Additionally, students can attend university and apprenticeship fairs, taster days, and a UCAS/ Personal Statement workshop, which has been highly beneficial for past students.



A FEW DO'S AND DON'T'S WHEN CHOOSING YOUR LEVEL 3 SUBJECTS

- Take the time to research each A Level thoroughly—talk to your teachers to understand what the course entails and speak with current students who are studying that subject.
- Find out how the course will be assessed and whether it aligns with your strengths.
- Seek honest feedback from your teachers about your potential performance at A Level.
- Remember, enjoying a subject at GCSE doesn't guarantee you will like it at A Level; the experience can be quite different.
- Be mindful of your subject combinations, as some universities may be less favourable toward choices that seem too similar, like Business and Economics.
- Avoid taking all new subjects, as managing three or even two unfamiliar areas of study can be overwhelming.
- Don't choose English and Maths at A Level simply because you believe employers want them or see them as fallback options. Only take them if you excel in and are genuinely interested in those subjects—most employers are satisfied with GCSE-level qualifications in these areas.
- Lastly, don't select subjects solely because they are required for your desired career if you don't enjoy them, or they aren't among your strengths.



MAKING THE RIGHT CHOICES

It is an exciting time for Year 11 students as they make their post-16 subject choices. At St John Henry Newman Catholic School Sixth Form, we take pride in our curriculum, offering a strong academic program enriched with unique options for a truly broad and balanced education. Choosing the right learning pathway is essential for success, and our

subject staff, along with the Year Group team, are here to help every student make the best choice for their future. This brochure, together with our Sixth Form Information Evening, one-on-one meetings, and assembly program, provides students and their families with the necessary information to make informed decisions.

THE COMPULSORY CORE CURRICULUM

All students will study a core curriculum made up of the following subjects:

- Extended Project Qualification (EPQ)
- Enrichment
- GCSE re-sit Maths or English (if a Grade 4 or above has not been achieved in the subject at the end of KS4). Students who do not achieve a Grade 4 in both English and Maths would not normally study in Sixth Form unless there are exceptional circumstances. Please consult the Sixth Form Team for further guidance.
- Work experience at the end of Year 12

THE OPTIONS CURRICULUM

The overarching requirement to secure a place in our Sixth Form is 5 GCSE Grade 5/6s or Level 2 pass grades or equivalent. In addition, we have provided subject entry guidance to highlight the expectation for each individual course. This guidance is based on many years of analysis of the likely success in individual subjects in relation to prior attainment. Detailed subject guidance is included on page 11.

“Students are involved in several programmes to prepare them for university. An increasing proportion of students are choosing to study at university when they leave the sixth form.” OFSTED 2019

ENTRY REQUIREMENTS

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 and Maths	
Information Technology BTEC	Grade 5 or equivalent in ICT and English	5 in maths. Coursework grades need taken into consideration
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 6 in English	
Geography	Grade 5 in Geography	
Music	Grade 5 in Music	
Criminology	Grade 5 in English	
Media Studies	Grade 4 in English Language	

Any pupil who does not meet the required grades will have to apply via the Head Teacher for special dispensation to be accepted onto the course.

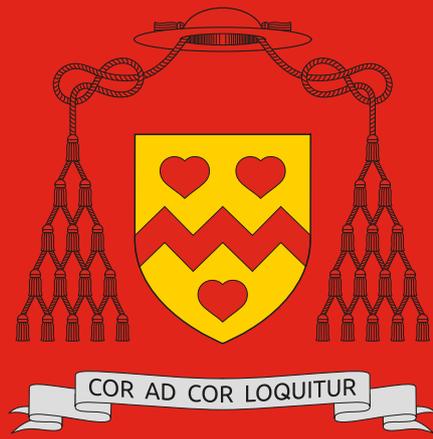
STUDENT SUCCESS

Our Sixth Form students' progress onto various pathways including university study, apprenticeship training, travel, further education or into employment. Students have secured prestigious degree apprenticeships as well as on courses at highly competitive universities including Durham, Newcastle,

Lancaster, Leeds, Manchester, and York. We encourage all our students to apply for aspirational courses at aspirational institutions. Students have gone on to study courses from accounting to zoology with last year's cohort choosing diverse subjects such as biology, engineering, architecture, and psychotherapy.



“Students in the Sixth Form, are proud of their school. They said that they enjoy coming to school to learn.” OFSTED 2022



COURSE DETAILS



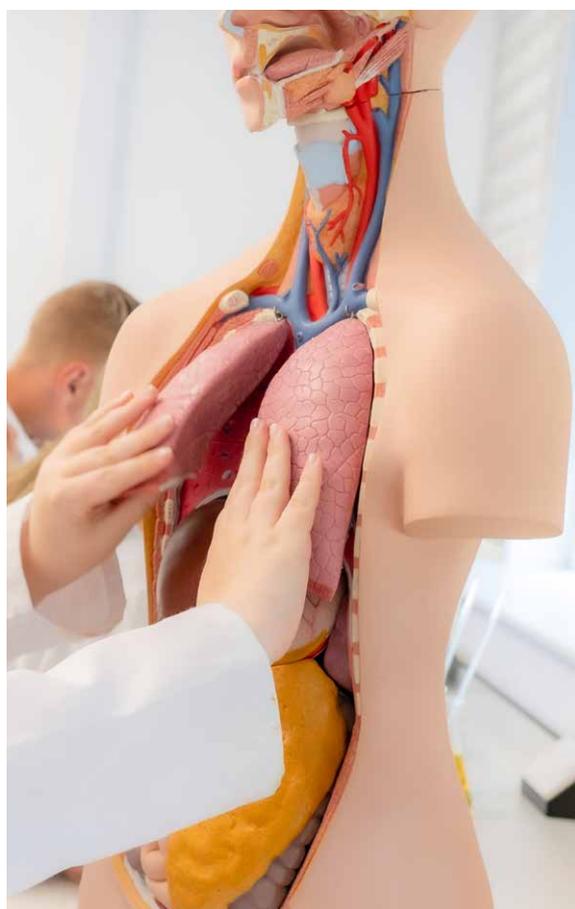
QUALIFICATION:
BTEC (LEVEL 3)

EXAM BOARD:
AAQ

MORE INFO:
Mrs Nichol
Head of Science

Why study this course:

The OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Applied Science (Extended Certificate) is designed to develop knowledge, understanding and skills that will help you to progress to university and are relevant to the Applied Sciences sector. This qualification aims to prepare you for undergraduate study in a wide range of science related courses by developing and assessing specific skills and foundational knowledge not covered in A Levels. This qualification provides you with an understanding of applied science practical techniques and applications. Through a combination of theoretical study and hands on experience, you will develop the necessary knowledge and skills that can support progression to higher education study.



Who is this course for:

You might be interested in this qualification if you want to develop key theoretical knowledge and understanding of the subject, but also apply what you learn to different situations, contexts and practical tasks, such as:

- Researching the fundamentals of science
- Planning and performing laboratory investigations
- Conducting a forensic crime scene investigation and evidence analysis
- Selecting appropriate diagnosis techniques and therapies used in medicine

The types of courses you may progress to:

Both the subject-specific knowledge, understanding and skills, and broader transferable skills developed through this qualification, will help you progress to further study in related areas such as:

- Biomedical Science degree
- Allied Health and Nursing degree
- Life Sciences degree
- Forensic Science degree

What you will study:

The qualification is made up of 40% examined (E) content and 60% non-examined assessment (NEA) content. The qualification has three mandatory (M) units and four optional (O) units – you must take two of these units.

- Fundamentals of Science – M/E
- Science in Society – M/E
- Investigating Science – M/NEA
- Environmental Science – O/NEA
- Analytical techniques in Chemistry - O/NEA
- Forensic Biology – O/NEA
- Medical Physics – O/NEA

“I loved my time in Sixth Form. The teachers were really supportive throughout (especially when I restarted year 12, but there was no pressure on me to do that or not to – I just decided the subjects I originally chose were not for me). ” BETHANY BELL





QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

MORE INFO:
Miss Cook
Art Teacher

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?

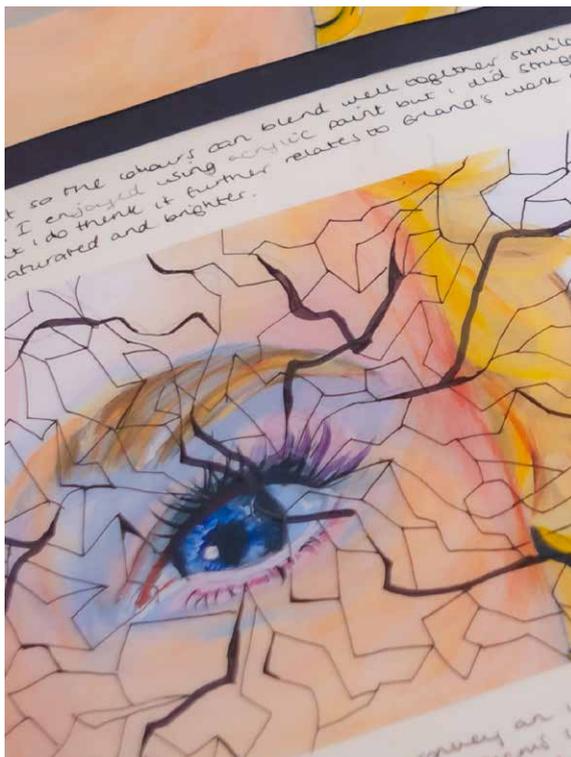
What is the key knowledge they must learn?

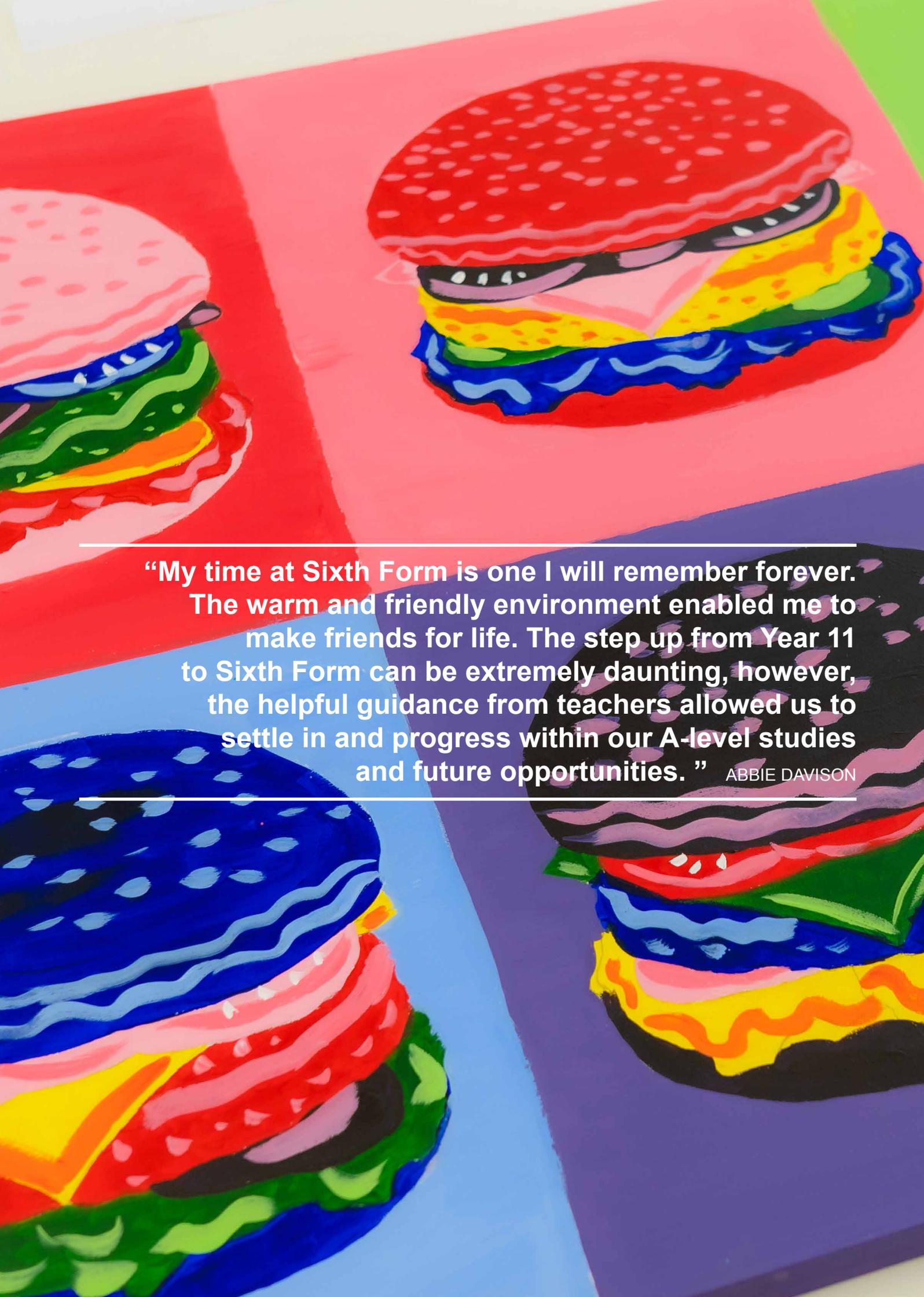
The exam papers will consist of a choice of eight questions to be used as starting points. Candidates are required to select one. Preparatory work is submitted in any appropriate form with sources identified and acknowledged. There is a 15-hour supervised period in which candidates must complete, unaided, 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.





“My time at Sixth Form is one I will remember forever. The warm and friendly environment enabled me to make friends for life. The step up from Year 11 to Sixth Form can be extremely daunting, however, the helpful guidance from teachers allowed us to settle in and progress within our A-level studies and future opportunities.” ABBIE DAVISON



QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

MORE INFO:
Mrs Nichol
Head of Science

Course Outline:

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).

Assessment Process:

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.

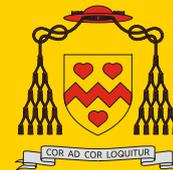
Biology is an excellent stepping stone for many Further Education courses for example medicine, veterinary science, dentistry, natural sciences, midwifery, radiology, geography, sports science, microbiology and so many more.



QUALIFICATION:
BTEC (LEVEL 3)

EXAM BOARD:
Edexcel

MORE INFO:
Mrs Herring
Head of Business
Studies & Computing



Course Outline:

This course is an extended certificate, which is the equivalent of an A level and is studied over two years. The course is offered by the Edexcel examination board. For pupils who wish to one day own their own business, or those who would like to go into a specific industry such as marketing, finance or human resources, this course provides an insight into a wide range of businesses and their operations. A BTEC in Business provides the opportunity to look at how such businesses are organised and the factors that make them successful. Pupils are able to develop skills and understanding in personal finance as well as business finance, to aid decision making at different life stages. Furthermore, they can study different marketing and promotional campaigns that have raised the profile of a business and identify how these are designed to target specific audiences and meet business objectives.

Exploring Business:

Internally set and marked. This unit underpins the entire course, allowing pupils to compare different types of business in terms of their relationships with stakeholders and their differing objectives. The assessment is a study of a UK business, including an evaluation of how well it has met its objectives and how it can be affected by changes, for example, in the economy or in customer trends.

Developing a Marketing Campaign:

Externally set and marked. Pupils develop a marketing campaign for a given business and must justify the choices of strategy select in terms of how well they meet the marketing objectives identified.



Personal Business and Finance:

External set and assessed exam, allowing pupils to compare different methods of payment, borrowing, spending, in addition to financial measures of business performance.

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. This will include a focus on how recruitment processes have developed significantly due to online platforms.

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

All work is set within a business context, thus preparing Pupils for further education and employment.

**QUALIFICATION:**

A LEVEL

EXAM BOARD:

AQA

MORE INFO:

Mrs Orton

Course Outline:

AQA A Level Chemistry provides an in-depth study of the physical universe, combining key aspects of physics, biology, mathematics, and medicine. It explores three main areas: Physical, Organic, and Inorganic Chemistry.

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** focuses on chemical compounds' physical structure and reactions, covering topics such as atomic structure, bonding, kinetics, and electrochemical cells.
- **Inorganic Chemistry** examines compounds without carbon-hydrogen bonds, studying topics like periodicity, transition metals, and reactions of ions.
- **Organic Chemistry** delves into carbon-containing compounds and their applications, expanding on GCSE knowledge of alkanes, alkenes, and more.

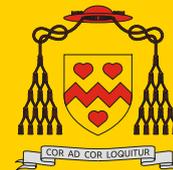
The course opens diverse career paths, such as biotechnology, chemical engineering, pharmacology, and teaching. Entry requirements include at least a 6 in dual award but preferably Chemistry GCSE along with a 6 in Maths and a 6 in English.



QUALIFICATION:
BTEC (LEVEL 3)

EXAM BOARD:
Edexcel

MORE INFO:
Mrs Herring
Head of Business
Studies & Computing



Course Outline:

This course is an extended certificate, which is the equivalent of an A level and is studied over two years. The course is offered by the Edexcel examination board. This course appeals to students who have a genuine interest in the how computers are programmed, along with a 'can do' attitude to organisation and problem solving.

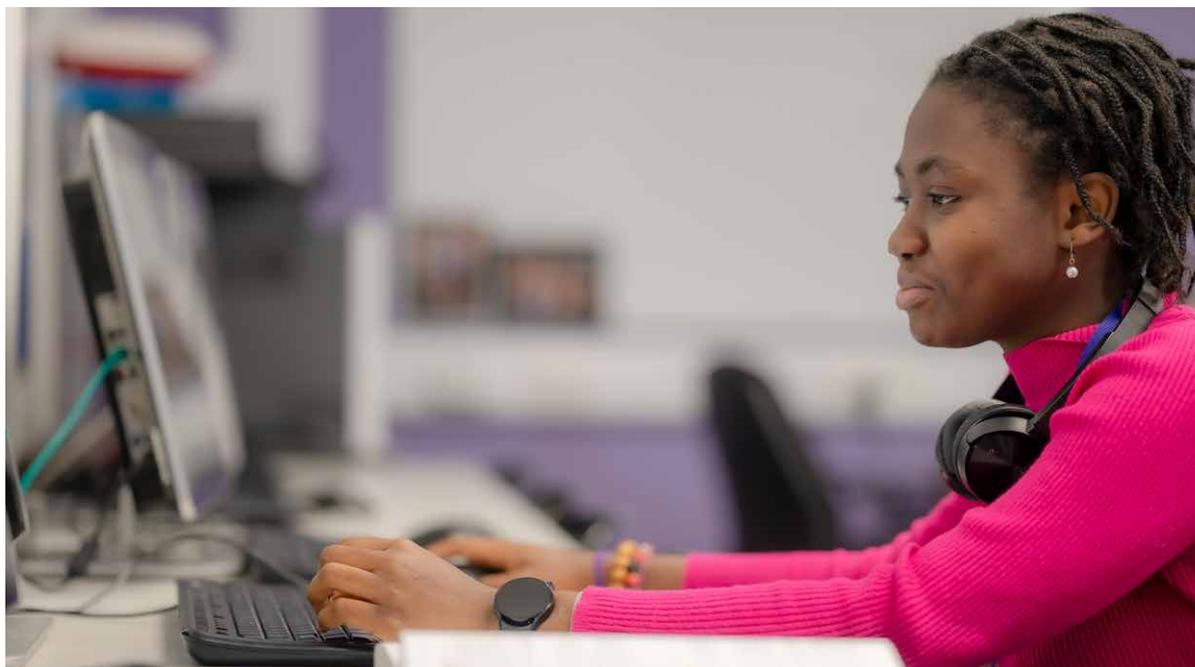
Pupils who choose the BTEC Nationals in Computing have the opportunity to experience a very practical, hands-on approach to learning key computing skills, including different types of algorithm and programming languages, coupled with the essential theory behind these concepts. The course emphasises and encourages students to study real-world applications and industry-relevant knowledge, which prepared them for both higher education and direct entry into the tech sector.

The course comprises externally set examinations alongside project-based assessments.

A BTEC in Computing provides great practical experience into:

- Principles of Computer Science - externally assessed exam
- Fundamentals of Computer Systems - externally assessed exam
- IT Systems Security and Encryption - internally assessed portfolio
- Optional unit – this will be based on Website Development - internally assessed portfolio, requiring the design and development of professional website to suit client requirements.

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



COMPUTING



QUALIFICATION:
A LEVEL

EXAM BOARD:
WJEC

MORE INFO:
Mrs Tickell (Head of English)
Mrs Hoskins (Head of Sixth Form)

Course Outline:

WJEC Level 3 Applied Diploma in Criminology is a qualification with elements of psychology, law and sociology that complements studies in humanities. 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 and interesting experiences that focus learning for 16–19-year-old learners and adult learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system. The qualification would support learners' progression from any study at Level 2, particularly GCSEs in Sociology, Law, Psychology, Citizenship, History and Humanities.

By studying Criminology, students can gain an A Level equivalent qualification graded A* - E which can lead onto a variety of destinations from further study to apprenticeships or the world of work. With the ability to analyse scenarios and draw conclusions, Criminology learners are well placed with analytical skills to help them once they leave the Sixth Form. As a part of the Social Sciences, those who study Criminology are well placed to go into a variety of Higher Education courses such as Criminology, Sociology, Psychology, Law or any other related course. Employment opportunities are often within the Criminal Justice System, Victim support agencies, Law firms, Crown Prosecution Service or the National Probation Service.

Year 12 (Year 1 Content):

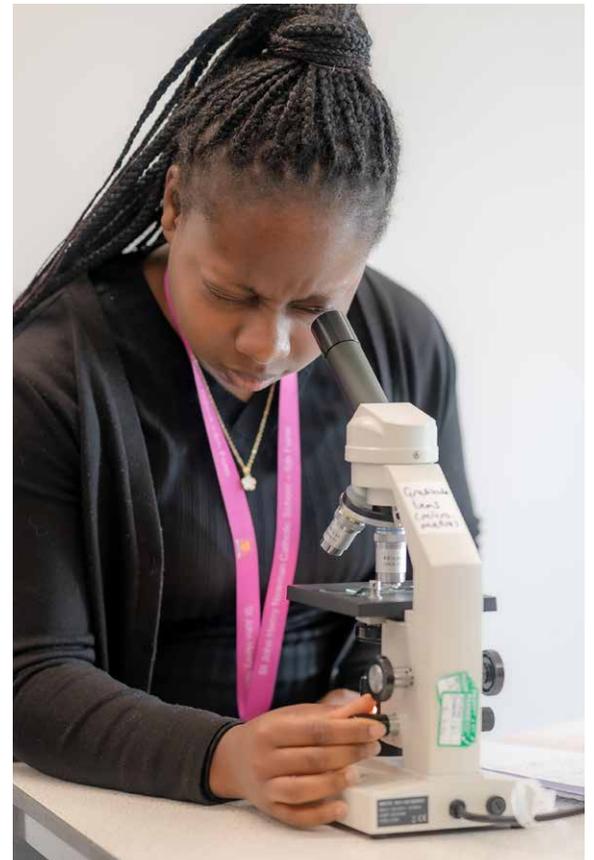
Students get to learn about different types of crimes, explanations for why people commit crime and how we deal with criminals. Pupils will study real life examples of high-profile crimes and learn about the media campaigns that arise from them.

Year 13 (Year 2 Content):

Pupils will look at what happens at the scene of a crime, the forensic and police investigation process, how cases are prepared for trial, and what happens in the courtroom at a criminal trial. They will also look at our current forms of punishments, such as prison sentences, and consider how effective these are at deterring criminals.

Assessment:

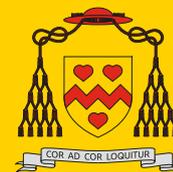
50% examination, 50% coursework.



QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

MORE INFO:
Mrs Tickell
Head of English



Course Outline:

We offer AQA specification A English Literature, which is a linear qualification – all A Level exams are sat at the end of Year 13. English Literature A's historicist approach to the study of literature rests upon reading texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced. English Literature A encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood.

The English Literature course is divided into two papers: Love throughout the Ages and Modern Texts in Context. Paper One (Love throughout the Ages) is an open book exam and requires students to study three texts: one poetry and one prose text, of which one must be written pre1900, and one Shakespeare play.

The examination will also include two unseen poems. Paper Two (Modern Texts in Context) is also an open book exam and requires students to study a further three texts: one prose, one poetry, and one drama, of which one must be written post2000. This examination will also include an unseen prose extract.

The qualification also offers the opportunity to complete an independent, comparative critical study of two texts, at least one of which must have been written pre-1900. Texts studied include: A Handmaid's Tale by Margaret Atwood, The Great Gatsby by F. Scott Fitzgerald and Othello by William Shakespeare. Rationale and Thinking (on specific areas): Within the first term of Year 12 we aim to address 'how



to write and A Level English Literature' single text essay, covering key components in detail and at a slower pace. Throughout term one a number of single text informal assessment opportunities have been created to allow students to sharpen and develop their essay skills. Within term two of Year 12 we then move to comparative essay writing skills in order to build on those previously covered.

All students will complete both informal and formal assessments and agreed, awarded marks will be tracked on a spreadsheet, allowing for both students and teachers to track progression throughout the course and identify which skills need to be addressed in more detail.

Assessments will be a combination of both single and comparative essay skills – dependent on timing, focus and skills that require further development. Only those agreed at the start of each teaching term will be tracked centrally. Formal mock examinations will be completed in both Year 12 and Year 13. It goes without saying that all applicants for this course MUST be avid readers.



QUALIFICATION:
EDEXCEL (LEVEL 3)

EXAM BOARD:
Edexcel

MORE INFO:
Mrs McAree
Head of RE

Course Outline:

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:

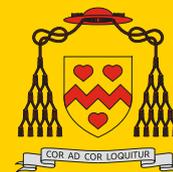
The EPQ fits alongside all other subject choices at Sixth Form and develops independent learning, clarity of communication, and skills of project planning and problem-solving. The EPQ equips Pupils with skills which they will draw upon in future careers, apprenticeships and higher education study, as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



QUALIFICATION:
A LEVEL

EXAM BOARD:
WJEC

MORE INFO:
Miss Bradley
DT Teacher



Course Outline:

The Level 3 certificate in Food Science and Nutrition is a vocational qualification designed for learners aged 16-18.

The qualification supports progression from GCSEs in Hospitality and Catering, Home Economics: Food and Nutrition, Design and Technology: Food Technology, Biology and Physical Education.

It focuses on practical and theoretical knowledge in food safety, nutrition, and food production.

The course includes one mandatory unit and is assessed through a combination of internal assignments and an external exam.

It prepares pupils for higher education in areas like food science, nutrition, and public health.

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.





QUALIFICATION:
A LEVEL

EXAM BOARD:
OCR

MORE INFO:
Miss Hannan
Geography Teacher

Course Outline:

This year, we are excited to offer Geography at A-level for our pupils. As Obama said, studying Geography is incredibly important – especially in the world we live in today. A-level Geography will equip you to critically evaluate issues that are highly relevant and current in order to become global citizens who can engage with the world.

As this is a newly offered subjects, interested pupils can have a say in shaping our course as the exam board offers optional units and there is a requirement for 4 days of fieldwork. This is a unique opportunity to shape the course you want to study in order to shape the world that we live in.

The topics we will study could include:

- The water cycle and water security
- The carbon cycle and energy security
- Hot deserts or coastal landscapes or glaciated landscapes
- Tectonic Hazards
- Oceans
- Ecosystems under threat
- Globalisation including trade, migration and human rights
- Changing spaces and the concept of place
- Urbanisation
- Superpowers
- Climate change
- Disease dilemmas and the inequality of health care
- The Future of Food

As you can see, topics such as climate change, disease, superpowers, migration and trade are topics which are constantly in the public eye recently. Only by understanding Geography can we engage



with these issues in an informed way. It's not just about locating places on a map (although we hope that you'll learn to do that too!) – it's about connecting people and places through the understanding of the processes that led to where we are today.

The course will also include 4 days of fieldwork in which pupils will undertake an independent enquiry to investigate a chosen issue. This will be written up as a Non-Examination Assessment (NEA – previously called coursework) of 3000-4000 words.

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”

Michael Palin

QUALIFICATION:
BTEC (LEVEL 3)

EXAM BOARD:
Pearson

MORE INFO:
Mrs Hoskins
Head of Sixth Form



Course Outline:

The Pearson Level 3 Alternative Academic Qualification (AAQ) BTEC National in Health and Social Care (Extended Certificate) offers students a comprehensive overview of the health and social care sector. The course consists of two mandatory examined units, one internally assessed unit, and an optional unit selected from four available options.

Who is this qualification for?

This qualification is intended for post-16 students interested in health and social care who plan to pursue higher education leading to graduate-level employment. Equivalent to one A Level, it suits students seeking to develop practical skills and knowledge in the field.

What will students study?

Developed with input from higher education representatives, the qualification ensures students gain the necessary skills and knowledge for further study. There are three mandatory units:



Human Lifespan and Development:

Covers the physical, intellectual, emotional, and social (PIES) factors affecting growth and development, including interventions and care professionals.

Human Biology and Health:

Explores the human body's structure and systems, normal physiological functioning, and the impact of common disorders.

Health and Social Care Practice:

Addresses core principles, values, and legislation, as well as social factors influencing individual health.

Students can choose one of four optional units:

Health, Social Policy, and Wellbeing:

Focuses on public health policy and its influences.

Promoting Health Education:

Discusses health education's purpose

Safe Environments in Health and Social Care:

Covers the provision of safe services and governance.

Health Science:

Examines infections and their impacts on different scales.

Complementary A-Level Learning:

Pairing this course with A Level Biology is beneficial for students interested in Nursing, while those pursuing Social Work may combine it with A Level Psychology and Sociology. PE and Biology can also enhance knowledge for access to allied health degrees, focusing on anatomy, physiology, and healthcare technology.



QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

MORE INFO:
Miss Lowrey
Head of Humanities

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.

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

Course Outline:

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).

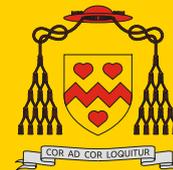
This is an independent piece of research and writing that the pupils conduct on a period of 100 years. Pupils research a topic and produce a 4000-word essay on the subject. Our pupils currently write their NEA on the topic of either women’s rights or voting rights in the 19th and 20th centuries.



QUALIFICATION:
BTEC (LEVEL 3)

EXAM BOARD:
Edexcel

MORE INFO:
Mrs Herring
Head of Business
Studies & Computing



Course Outline:

This course is an extended certificate, which is the equivalent of an A level and is studied over two years. The course is offered by the Edexcel examination board.

BTECs in Information Technology provide an excellent opportunity for you to see real world uses of technology systems across a range of uses from personal and creative, to educational and agricultural.

In this subject you will develop knowledge and skills of the systems themselves as well as specific industries including website design and development, and their uses by business in social media. Our coursework units allow you to produce a professional portfolio that showcases your skills and understanding of effective design principles as well as a technological understanding.

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

Information Technology System:

Assessed through a written exam.

Creating Systems to Manage Information:

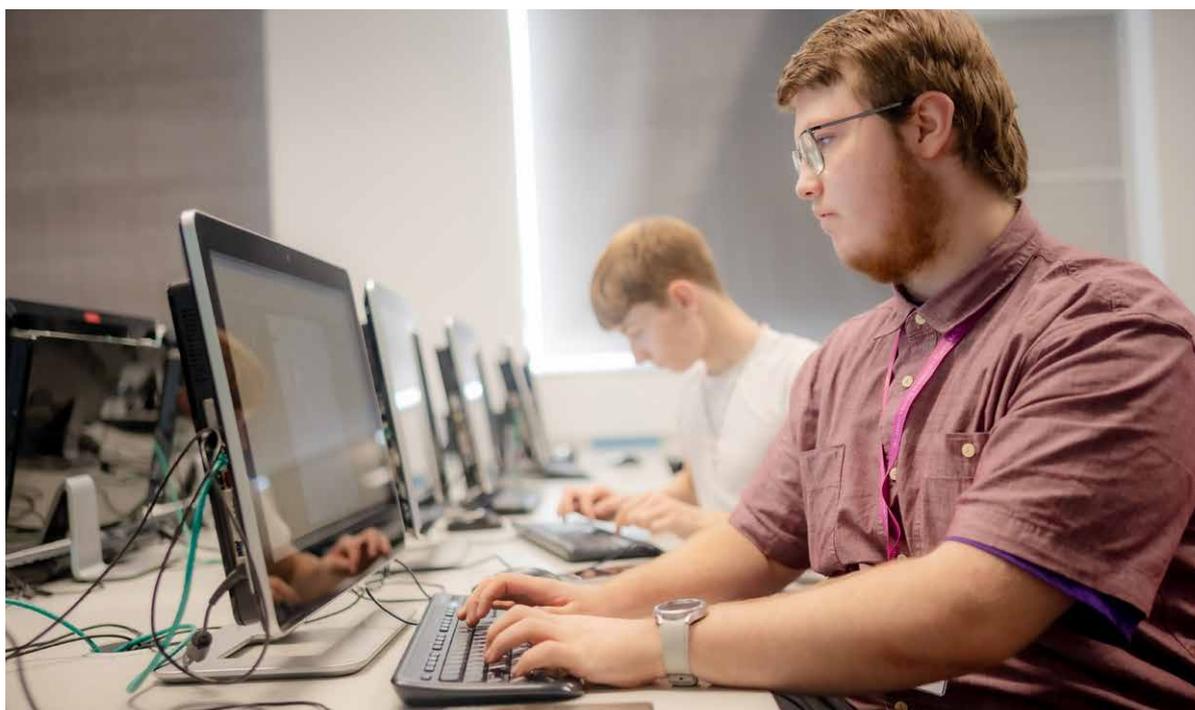
An externally set practical exam.

Using Social Media in Business:

Internally set and marked. It is assessed through the creation of a portfolio, which requires students to apply their knowledge of what makes a successful social media campaign.

Our final unit is chosen from the 'option' group and is currently based on Website development. This is internally set and marked. It is assessed through the design and development of a website to meet a client's needs.

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





QUALIFICATION:
A LEVEL

EXAM BOARD:
Edexcel

MORE INFO:
Mr Orton
Director of Mathematics



Course Outline:

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 everyday 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.

The A-level course follows a linear structure, meaning that all aspects of the course (Pure and Applied - Statistics and Mechanics) are taught simultaneously 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.

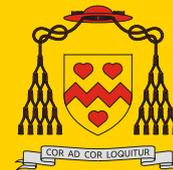
Assessment Method:

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.

QUALIFICATION:
A LEVEL

EXAM BOARD:
WJEC

MORE INFO:
Mrs Barker
English Teacher



Course Outline:

The EDUQAS A Level Media Studies course is a linear qualification, with exams taken at the end of Year 13 and the NEA (non-exam assessment) completed by Christmas of Year 13.

The course is split into two main components:

Component One:

Covers media language, representation, audiences, and industries through a variety of media forms, such as advertising, music videos, radio, video games, newspapers, and film. Students will analyse both set products and unseen materials.

Component Two:

Focuses on television, magazines, and online media. It involves essay-style questions on set products, including one synoptic question.

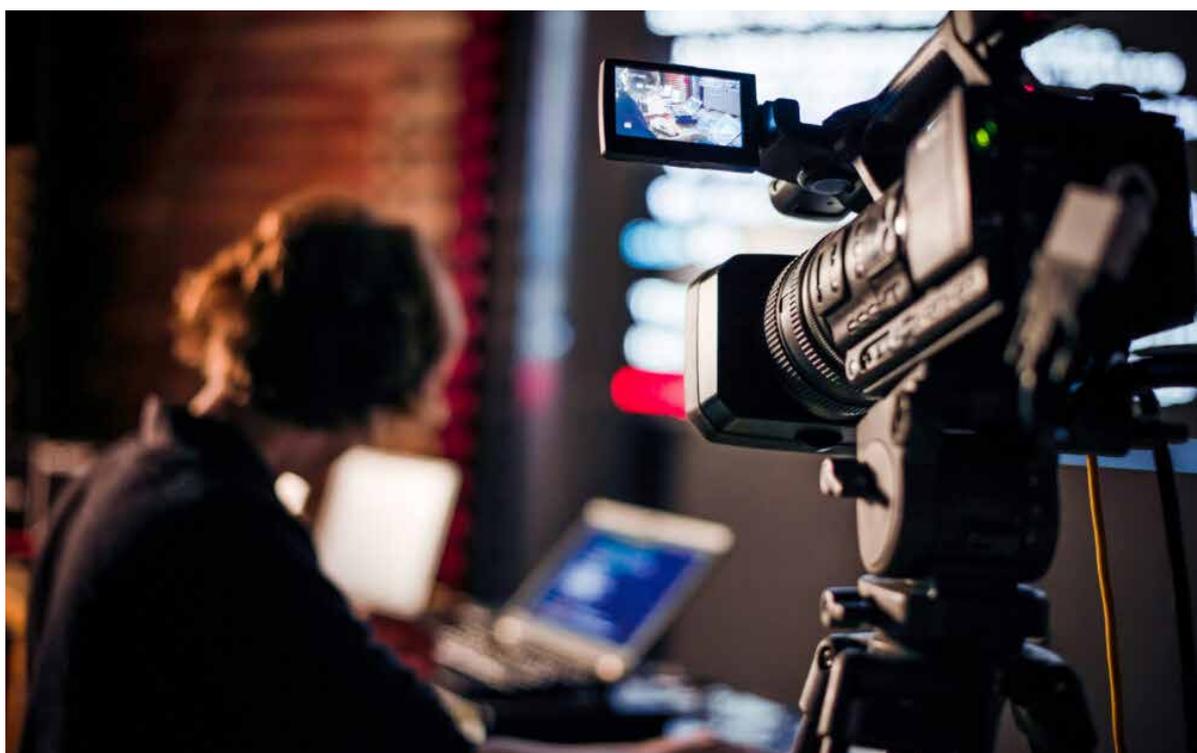
Over the two years, students will study a diverse range of media from different platforms and time periods, including 1950s advertisements, modern music videos, and video games. The NEA, accounting for 30% of the course, allows students to create media products, such as magazines or music videos, based on briefs provided by the exam board.

Course requirements:

No prior study of Media Studies is necessary, as the first term focuses on introducing key concepts and terminology. Set products are introduced after foundational knowledge is established.

Assessment:

Informal assessments occur every 2-3 weeks, while formal assessments track progress in specific skills throughout the course. These assessments help both students and teachers identify areas for improvement.





QUALIFICATION:
BTEC (LEVEL 3)

EXAM BOARD:
Pearson

MORE INFO:
Mrs Shirley
Teacher of Music

Course Outline:

BTEC Music Performance Level 3 covers a broad basis of study with a focus on performance, personal instrumental technique and development, music theory and professional practice. The course is designed to support progression to higher education and/or a career in the music industry when taken as part of a programme of study that includes other appropriate BTECs or A Levels.

Over the two-year qualification, you will study a total of four units; each unit will focus on a particular area of study, such as performance, music theory and industry practice.

Each of the four units has several assignments, which you will need to complete within a given timeframe to meet the assignment hand in date.

You will have the opportunity to perform, both as a solo performer and as part of an ensemble and improve your skills on your instrument. The assignments you complete throughout the qualification will be a mixture of performance tasks, rehearsals and written essays.

What you will Study:

You will study four units.

Unit 1

Practical Theory and Harmony:

You will learn about music theory, both traditional notation and alternative forms of notation, and all the signs and symbols associated with music notation. You will be asked to write a report explaining these signs and symbols in detail. You will also learn about melody and harmony; you will be given a range of assessed tasks such as composing a chord sequence to a given

melody and vice versa. You will also be asked to arrange a piece of music for a range of instruments in a range of different musical keys.

Unit 2

Professional Practice in the Music Industry:

You will produce a proposal for a given scenario within the Music Industry in exam conditions. You will draw upon your learning of all areas of the Music Industry to produce a professional, realistic and detailed proposal that meets the needs of the scenario.

Unit 3

Ensemble Music Performance:

You will need to perform a number of songs as part of an ensemble. You will be assessed on your ability to plan, lead and take part in rehearsals as well as the quality of your final performance.

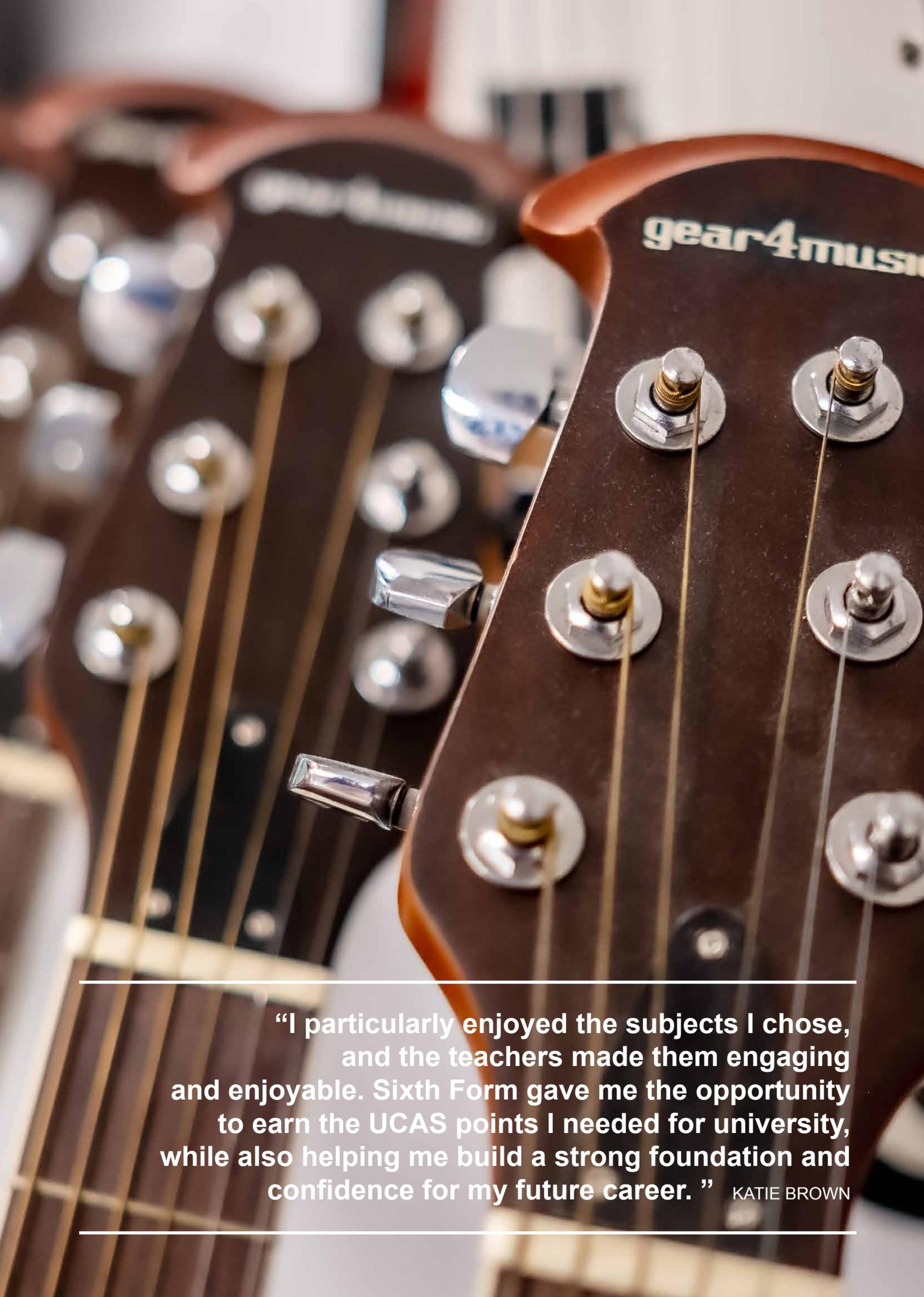
Unit 6

Solo Music Performance:

You will look at the skills required to be a proficient and competent solo performer. You will be asked to produce a written report detailing these skills and giving examples of how they are used by industry professionals. There is also a practical element to this unit where you will be assessed on your ability to rehearse, improve your technical skills on your instrument and give a performance as a solo performer.

How the Course is Assessed:

Units 1 and 6 are internally assessed and units 2 and 3 are externally assessed. You will complete a number of assignments for each unit. These assignments will be marked and assessed by teaching staff and moderated by the exam board.



“I particularly enjoyed the subjects I chose, and the teachers made them engaging and enjoyable. Sixth Form gave me the opportunity to earn the UCAS points I needed for university, while also helping me build a strong foundation and confidence for my future career.” KATIE BROWN



QUALIFICATION:
A LEVEL

EXAM BOARD:
OCR

MORE INFO:
Mr Irving,
Head of PE

Is Studying Physical Education Right for You?

PE may be a good fit if you:

- Enjoy sports and want to explore the science behind them.
- Aim to improve your practical skills for better performance.
- Seek a deeper understanding of how scientific, socio-cultural, and environmental factors affect sports.
- Are interested in pursuing higher education or a career in sport, fitness, or leisure.



Course Content and Assessment:

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

Theoretical Knowledge (Written Exams – 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.

Practical Performance (NEA - 30% of A-Level):

Performer Assessment:

Demonstrate skills, decision-making, and physical attributes in one chosen activity

OR

Coach Assessment:

Plan, deliver, and evaluate coaching sessions.

Spoken Response:

Analyse and assess strengths and weaknesses in a performance and propose an improvement plan.

QUALIFICATION:
A LEVEL

EXAM BOARD:
OCR

MORE INFO:
Mrs McAree
Head of RE



Course Outline:

Any pupil who has a questioning, philosophical, reflective mind will find this course stimulating, rewarding and enjoyable. It combines academic study with unrivalled opportunities for inquisitive young people to develop their own moral and spiritual convictions, by deliberating the big questions of life that have fascinated the greatest human minds. The course also lays an excellent foundation for further study in many disciplines (Law, Psychology, History, Literature, Medicine, Theology etc.) and for a career in many professions.

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.

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.

Finally, there is a unit that explores developments in religious thought. You will study religious beliefs, values and teachings, and look at practices that shape religious identity and significant social and historical developments in theology focussing on Dietrich Bonhoeffer during the time of the Holocaust.



**PHILOSOPHY, ETHICS AND
THEOLOGY RELIGIOUS STUDIES**



QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

MORE INFO:
Mr Riddick
Science Department

Course Outline:

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 students 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 student of high calibre.

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)



QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

MORE INFO:
Mrs Hurst
Head of Faculty



Course Outline:

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.

Year 12 - What will I Study?

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

Year 13 - How will I be Assessed?

- 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.



QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

MORE INFO:
Mrs Hoskins
Head of Social Sciences

Course Outline:

Students 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**

- Biopsychology
- Approaches,
- Research Methods
- Scientific Processes

**Paper 3:
Issues and Options in Psychology**

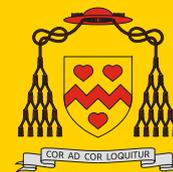
- Issues and Debates
- Gender,
- Schizophrenia
- Forensic Psychology



QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

MORE INFO:
Mrs Hoskins
Head of Social Sciences



Course Outline:

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

Within the field of Sociology, students 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 in Context

Paper 2:

Topics in Sociology – Families and Households, Beliefs in Society

Paper 3:

Crime and Deviance with Theory and Methods





QUALIFICATION:
A LEVEL

EXAM BOARD:
AQA

MORE INFO:
Mrs Woodman
Head of Spanish

Course Outline:

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.



SUGGESTED A-LEVEL SUBJECTS FOR VARIOUS UNIVERSITY COURSES

Accountancy:

Useful subjects include Maths and Business Studies. While an accountancy degree isn't mandatory, it can exempt you from foundation accountancy exams. A language can also be beneficial.

Administration (e.g., Civil Service):

Any reasonable combination of subjects works, with History, English, a Foreign Language, or Geography being particularly useful. Sciences are required for certain areas. Good A-Level results and a strong degree classification are essential.

Architecture:

Art is recommended, although not always required. GCSE Maths is a must. Good subjects include English, a Language, Physics, Design Technology, History, and Business Studies. An entry portfolio is needed.

Biology:

Subjects like Chemistry, Maths, and Biology are essential. Some courses may also consider Computer Science favourably.

Business Studies:

A strong mathematical ability is important, typically requiring A-Level Maths alongside Business Studies. A language is highly recommended.

Chemistry:

Key subjects include Chemistry, Maths, Physics, or Biology. All four are advised for applications to Oxford or Cambridge.

Computer Science:

Required subjects include Maths, Computer Science, and either Physics or Chemistry/Biology. A portfolio may be requested by universities.

Design:

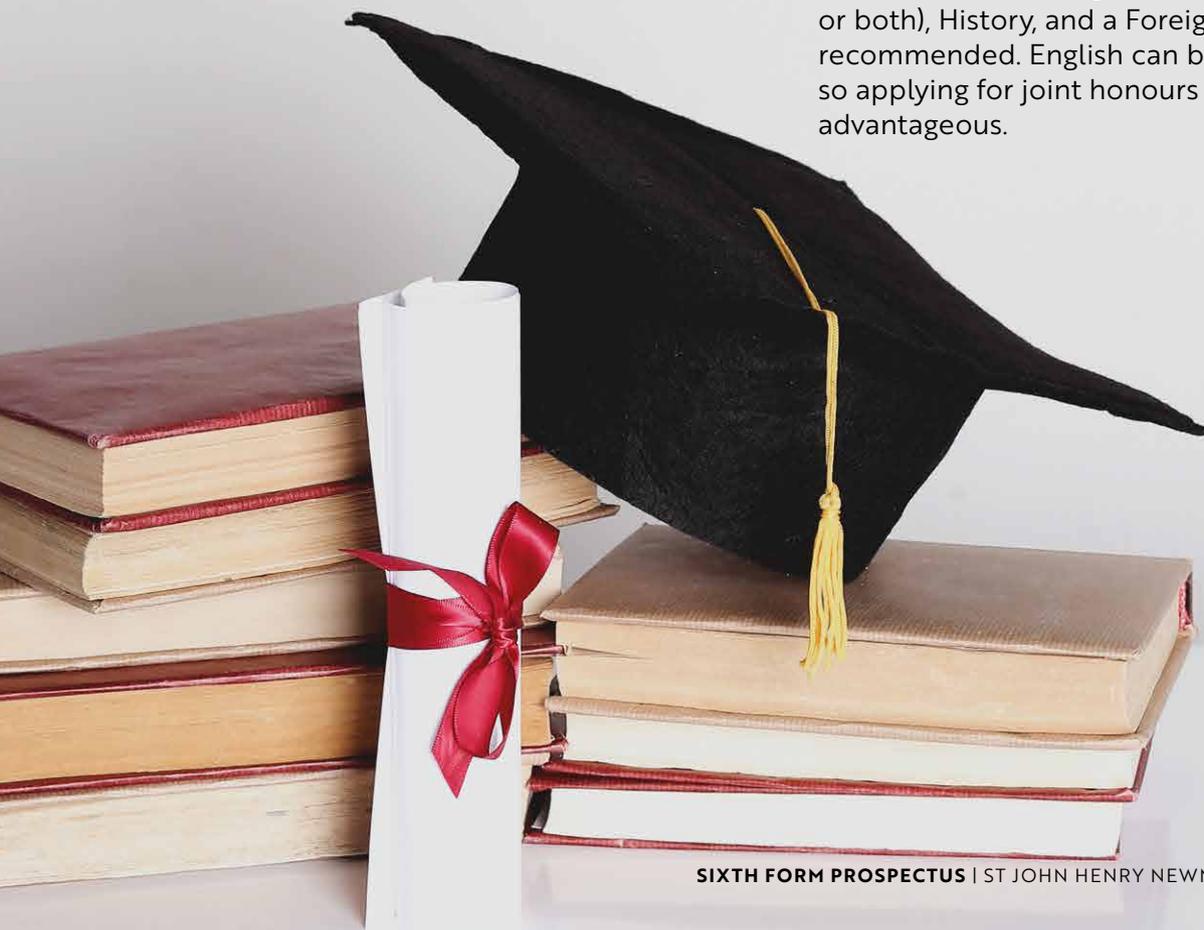
Recommended subjects are Design Technology, Maths, Physics (for engineering), Business Studies, or Art. An entry portfolio is necessary.

Engineering (General):

Physics and Maths are required, with Design Technology, Computer Science, or a Language being beneficial.

English and/or Drama:

A combination of English (Language, Literature, or both), History, and a Foreign Language is recommended. English can be competitive, so applying for joint honours degrees may be advantageous.



Fine Art:

Recommended subjects include Art, English, or any combination. A foundation degree is usually expected, along with a portfolio.

Geography:

Subjects such as Geography, at least one Science, History, Economics, Business Studies, or a Language are useful.

History:

Strong choices include History, a Language, English, Economics, and Religious Studies.

Journalism:

English Language and a Foreign Language are helpful, along with required work experience and portfolios.

Law:

Most subjects are accepted, but History, English Language, Religious Studies, and Maths are popular.

Leisure Industry, Sports Science:

Subjects like Sport, Business Studies, or Biology are useful.

Mathematics:

Maths is essential, with Physics or Further Maths being common recommendations. Further Maths is especially encouraged by Oxford and Cambridge.

Mechanical Engineering:

Suggested subjects include Mathematics, Physics, Further Mathematics, Design, or Computer Science.

Media and/or Communications Studies:

Media, English, and a Foreign Language are recommended, with work experience being essential.

Medicine, Veterinary Science, Dentistry:

Required subjects are Chemistry and Biology, with Mathematics or Physics. Religious Studies may be beneficial for ethical discussions. Work experience and high grades (AAA*) are typically required.

Modern Languages:

Subjects like Languages, English, History, Geography, and Business Studies are useful. Combining a language with another subject is recommended.

Natural Sciences:

Maths and two of Chemistry, Biology, or Physics are essential. Further Maths is required for Oxford and Cambridge.

Nursing and Midwifery:

Essential subjects include Biology, Chemistry, Mathematics, or Physics. Alternatively, Applied Science and Health and Social Care can be considered. Relevant work experience in healthcare settings is also necessary.

Pharmacy:

Chemistry and another Science are required.

Physics:

Subjects include Physics and Maths, along with one of Economics, Business Studies, Chemistry, Biology, or Further Maths.

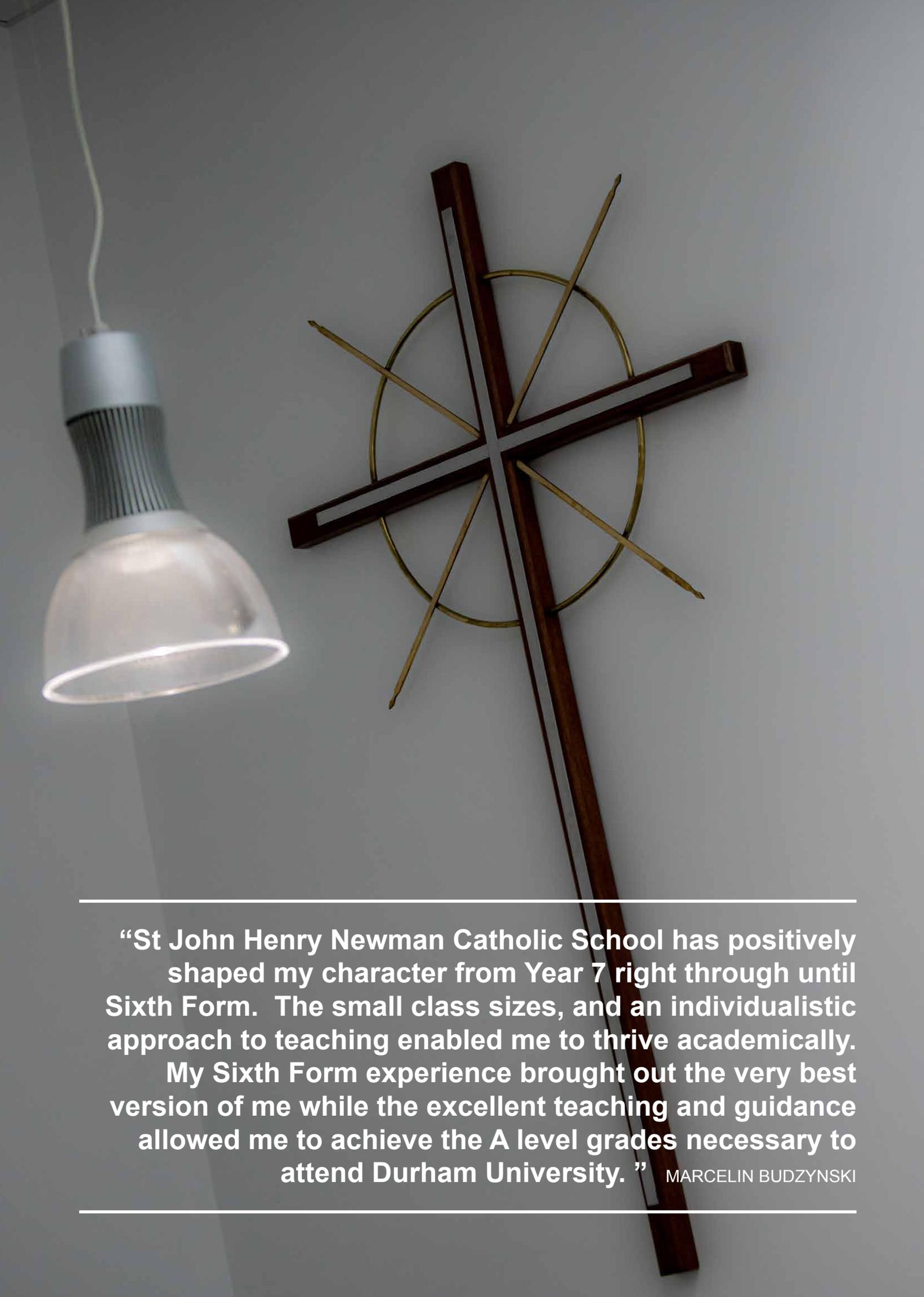
Psychology:

No specific subjects are required, but a background in Science, Maths, or Computer Science can be advantageous.

Teaching:

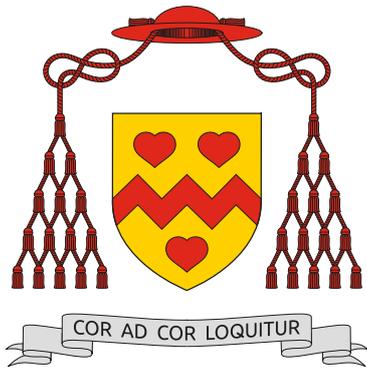
For Primary Teaching, a National Curriculum subject or Children's Development, Learning, and Play is recommended. Secondary Teaching usually requires a related degree, along with relevant work experience and strong literacy and numeracy skills.





“St John Henry Newman Catholic School has positively shaped my character from Year 7 right through until Sixth Form. The small class sizes, and an individualistic approach to teaching enabled me to thrive academically. My Sixth Form experience brought out the very best version of me while the excellent teaching and guidance allowed me to achieve the A level grades necessary to attend Durham University. ”

MARCELIN BUDZYNSKI



SUCCESS FOR ALL



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