

St Bartholomew's School
Course Guide and Opportunities
2015 – 2016



2 Welcome

We are very proud of the Sixth Form at St Bartholomew's School. Our students enjoy their time with us and appreciate the support and advice they receive from staff and tutors. We have a fine record in exam performance and work hard to secure the best possible exam results for all our students. Progress from all starting points is excellent with A Level progress being in the top 25% of schools nationally and AS Level progress being in the top 10%. Attainment in all key measures is above national attainment levels, which is significant, particularly for an open access Sixth Form. On page 32 of this booklet, you can find a detailed breakdown of recent exam performance.

With an eye on the future, we also make sure that students are prepared for life beyond school, with life skills and advice on university admissions and job applications all embedded within our programme of study. Our students are successful in securing university places in a range of disciplines and a significant number are rigorously and successfully prepared each year for Oxbridge applications.

We would like you to join the St Bart's Sixth Form. This guide is principally designed to present the range of subject choices that are available to you. As you can see, there is plenty to choose from and, alongside a wide range of A Levels, we also offer both Level 2 and Level 3 BTEC courses. In September 2015 new A Level specifications will be introduced nationally in a number of subject areas. Where possible, we have tried to include details of these courses, but at the time of going to press some of the qualifications have not yet been formally validated by OFQUAL (The Office of Qualifications and Examinations Regulations) and we are not able to confirm the syllabuses that will be followed. Please refer to the Sixth Form page of the website www.stbarts.co.uk for updates. We will publish a supplement when details are available.

To complement the subject information we have included an outline of some of the extra-curricular opportunities that are available to you at St Bart's. We encourage our students to participate in, and indeed to lead, a whole host of activities outside the classroom. As well as starting to select subjects for next year, you might like to consider how you can take advantage of all these opportunities.

Please contact the school if you would like to arrange an appointment to help you explore your options. We would be happy to help.

Adam Robbins
Head of Sixth Form

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Welcome	2
How to Use This Guide	3
Pathways	4
Extended Programmes of Study	6
Public Examinations	6
Games and Physical Education	6
Level 3 Courses (AS, A Level and BTEC)	
Art & Design	7
Biology	7
Business Studies	8
Business (BTEC Level 3)	8
Chemistry	9
Classical Civilisation	9
Computing	10
Dance	10
Design – Graphic Communication	11
Drama & Theatre Studies	11
Economics	12
English Language	12
English Literature	13
English Language and Literature	13
Film Studies	14
Food Technology	14
French	15
Geography	15
German	16
Health & Social Care (BTEC Level 3)	16
History	17
IT (BTEC Level 3)	17
Mathematics	18
Further Mathematics	18
Media Studies	19
Music	19
Music Technology	20
Philosophy & Ethics: Religious Studies	20
Physics	21
Politics	21
Product Design	22
Psychology	22
Science (BTEC Level 3)	23
Sociology	23
Spanish	24
Sport (BTEC Level 3)	24
Sport & Physical Education	25
Textiles (Product Design – Textiles)	25

Level 2 Courses (GCSE & BTEC)

The St Bartholomew’s Access Course	26
English (IGCSE)	26
Mathematics (GCSE)	26
Creative Digital Media Production (BTEC Level 1 / Level 2)	27
Travel & Tourism (BTEC Level 2)	27

Sixth Form Opportunities 28

Examination Results 2014

AS Level	32
A Level	34

Application Form 37

How to use this guide

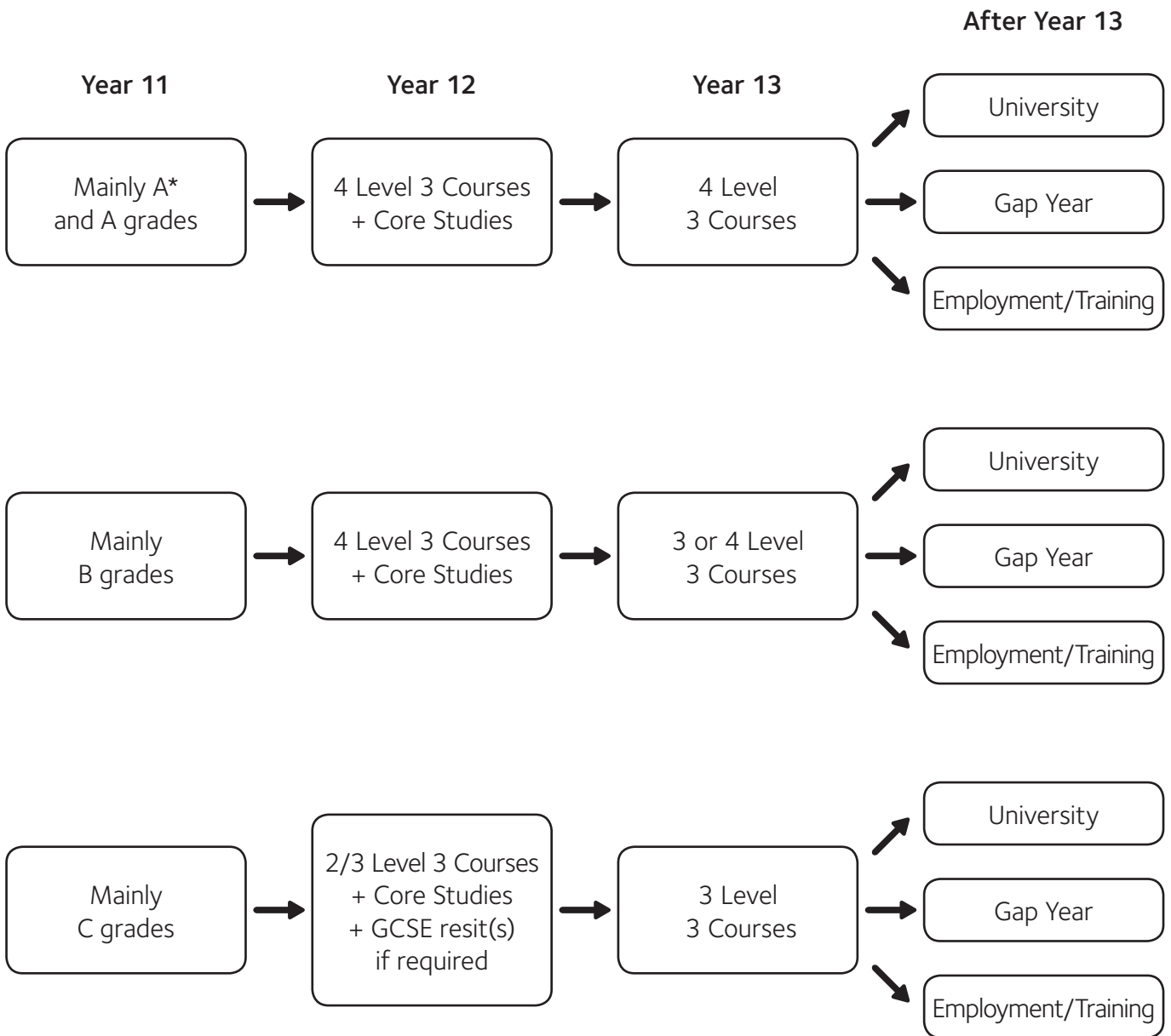
- 1 Use the Pathways on the next couple of pages to help identify the programmes of study that best suit you.
- 2 Work through the booklet, reading the course descriptions. Identify the subjects that best match your abilities and future plans.
- 3 Explore the extra-curricular opportunities on offer.
- 4 Complete the application form at the back of this guide. You can also find this on our website. Once you apply to join the Sixth Form you may be asked to meet with a senior member of staff to discuss your choice of subjects and other interests. You will also be invited to our Induction Day in June/July. Further guidance is also provided by senior staff on GCSE results day and in the following week.

4 Pathways

Students will follow one of three pathways through the Sixth Form.

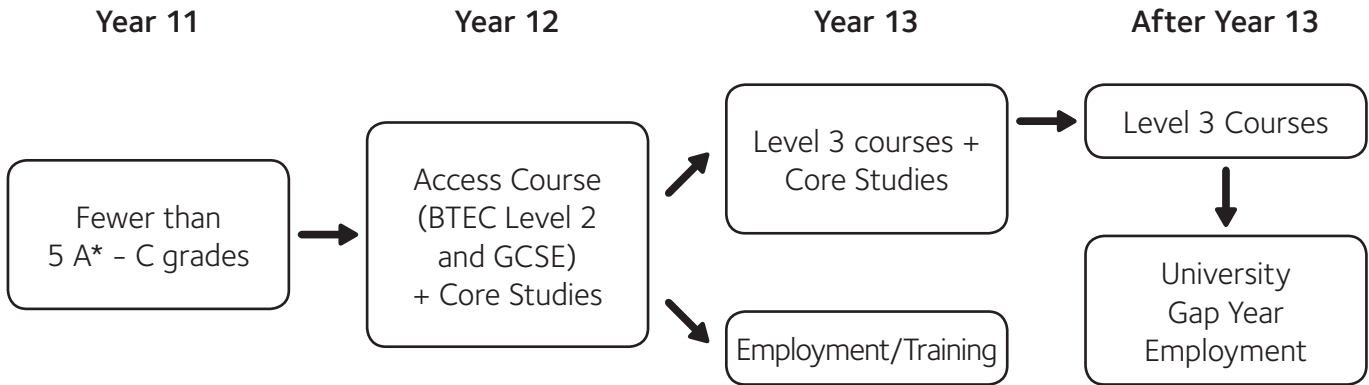
Pathway 1: Two Year Programme of Level 3 courses; AS, A2 and BTEC.

Most students follow this route, normally taking four subjects in Year 12 continuing to three or four subjects in Year 13. Please note: the normal requirement to begin Level 3 courses is at least five C grades at GCSE or equivalent, with higher grades needed to access some courses.



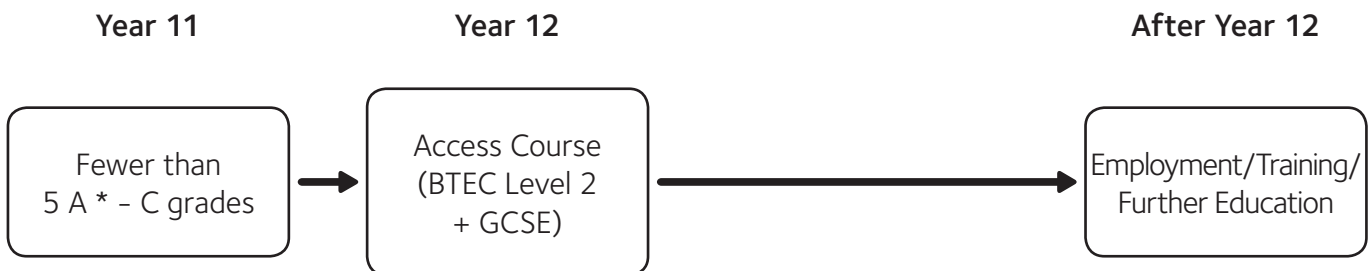
Pathway 2: Three Year Programme

Students complete our 'Access Course' of Level 2 qualifications, see page 26, in their first year of the Sixth Form.



Pathway 3: One Year Programme

Students complete our 'Access Course' of Level 2 qualifications, see page 26, in a single year and then choose to pursue education/employment opportunities elsewhere.



Extended Programmes of Study

The Personal Development Programme is taught by tutors and covers topics directly relevant to Sixth Form students, such as careers; personal, social and health education, skills of independent study and enterprise education.

Students have the chance to pursue an additional AS Level in Critical Thinking or General Studies. These courses encourage the development of analytical and evaluative skills which underpin post-16 education. Both courses carry UCAS points for university entrance.

In Year 13 many students take an Extended Project Qualification (EPQ). This gives students an opportunity to complete a major piece of independent research with the support of a member of staff. This is ideal preparation for university, and many universities actively encourage students to undertake EPQs.

Students are encouraged to develop social and employability skills through various non-qualification activities. In particular, students are given opportunities to secure work experience, volunteer for local organisations and mentor younger students.

Public Examinations

From September 2015 there will be two different types of A Level course.

1. Where there are new linear specifications, all A Level exams take place at the end of Year 13. Students will have an option to take AS exams at the end of Year 12 but these are entirely separate qualifications.
2. For established specifications, an A Level comprises AS exams which take place at the end of Year 12 and A2 exams at the end of Year 13.

Level 2 Courses

With the exception of English and Maths GCSE, all courses will be examined in the summer. Suitable candidates may be entered for English or Maths in November.

BTEC Courses (Levels 2 and 3)

These courses are fully assessed during the year and do not contain exam-based assessment.

There will be a charge for any student re-sitting an examination in a course started in the Sixth Form.

Courses which recruit small numbers of students

In order to retain the breadth of our subject offer at St Bart's, and in other local schools, it has been agreed that **any low recruiting subject could be taught in conjunction with another school.**

This should ensure that courses which may otherwise have not run due to low demand in a single school, can actually run due to there being enough demand across two or more schools. This will be the same situation in other schools. Final decisions about this will only be made once likely numbers are known.

Games and Physical Education

- We believe that it is important for all students to take some kind of physical recreation during the school week.
- The school enjoys a considerable reputation on the games field, and at Sixth Form level there are excellent fixture lists in: athletics, cricket, lacrosse, netball, rugby, soccer and tennis.
- In addition, a wide range of other team and individual games and sports are available to Sixth Form students on a more social basis on a Wednesday afternoon.



Art & Design

This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

Examining Board: AQA

FINE ART ENDORSEMENT TITLE:

Students should produce practical and critical contextual work in one or more areas, including drawing, painting, mixed media, sculpture, ceramics, installation, printmaking, moving image and photography.

COURSE DESCRIPTION:

A Level

Component 1 60% personal investigation. Students develop work, based on an idea, issue, concept or a series of related outcomes. It must be supported by written work of between 1,000 and 3,000 words.

Component 2 40% AQA exam board set assignment. A paper will be given to students with a choice of eight questions. One must be selected as the focus of students' starting point. Students have fifteen hours of supervised time and do preparation work in between these sessions.

For both A Level and AS level, students are encouraged to develop:

- An appreciation of primary sources and a critical appreciation of secondary sources,
- An understanding of issue, themes and concepts that inspire practice,
- An understanding of the properties of different media and materials,
- A range of techniques and processes,
- Their own strengths in the subject and identify and sustain their own lines of enquiry.

TEACHING STYLE:

Our enthusiastic, experience teaching staff specialise in drawing and painting, ceramics, sculpture, printmaking and art history. These areas provide the component disciplines of our curriculum. However, there are opportunities to explore textiles, graphics and mixed media from an art approach.

Students are taught as whole groups throughout the courses and group critiques are important work development exercises. We also spend a lot of time during the courses discussed and developing work with students in individual teacher/student tutorial sessions.

FIELDWORK/COST INCURRED:

We make visits to London galleries in Year 12 and 13. The travel cost is about £10. We also encourage students to participate in local art opportunities such as artist workshops at New Greenham Arts Centre.



Art is a brilliant foundation for any creative thinker; it opens up your mind to inspirational and creative processes that you couldn't have previously conceived. *Phoebe*

Art has helped me in becoming more creative; I have learnt new techniques. If you like using your imagination and being creative, I can recommend this course. *Lily*

Art is a very rewarding subject that encourages you to think outside the box and allows your creative side to flourish. *Charlotte*

Biology

This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

Examining Board: AQA

TYPE OF ASSESSMENT:

A Level: Three 2 hour exams and practical skills assessed in class.

COURSE DESCRIPTION:

The aims of the course are to cover a broad base of biological theory and practice. We will look to expand students' knowledge of medical technology and the ethical/moral implications of modern biotechnology. The course will cover the basics of biochemistry, cell biology, digestion, enzymes, the genetic code, exchange systems, energy in biological systems, homeostasis, nervous systems, ecology, inheritance, muscles, genetic engineering and evolution. The concepts and theory will be linked to an understanding of disease, drawing on examples from both animal and plant biology.

TEACHING STYLE:

The course is largely teacher directed and it will be regularly tested. Students should expect to spend an equal amount of time on private study and directed lesson time. The practical components of the course will develop essential skills and will be assessed in class.

FIELDWORK/COST INCURRED:

All students continuing into Year 13 will be expected to attend a residential field course – approximate cost £240. The course is at the end of the summer term following the AS exams.

ADVICE ON ENTRY:

Students choosing science in the Sixth Form are advised that the assessment style associated A Level qualifications means that if you achieve less than a B in GCSE Science or GCSE Biology you are generally unlikely to secure a pass in the A Level Biology exam.

Students who are keen to study science at an advanced level and have achieved a C at GCSE, are advised to follow the BTEC Level 3 Science course (see page 23), where the assessment style is continuous rather than through final exams. The success rate on the course for students with this entry profile is very high.



This wasn't just any biology field trip, this was OUR biology field trip. We learnt a huge amount and it was so much fun.

Biology has been a real eye opener with regard to global warming and its impact on the environment and also the effects of conservation. We have learnt a lot that we will take with us into the future.

Doing biology has changed the direction of my life. The teaching is inspirational and we are challenged to think about a huge range of issues.

This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

Examining board AQA

TYPE OF ASSESSMENT:

A Level

Three examinations of 2 hours each – a combination of multiple choice, short answer questions, data response and essay questions. The exams are equally weighted.

COURSE DESCRIPTION:

By taking an holistic approach to the subject, the specification demonstrates the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations. The content is designed to engage students through topics and issues that are relevant in today's society – they will study key contemporary developments such as digital technology and business ethics, and globalisation is covered throughout the topics.

Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

The subject content consists of the following areas:

- 1 What is business?
- 2 Managers, leadership and decision making
- 3 Decision making to improve marketing performance
- 4 Decision making to improve operational performance
- 5 Decision making to improve financial performance
- 6 Decision making to improve human resource performance
- 7 Analysing the strategic position of a business
- 8 Choosing strategic direction
- 9 Strategic methods: how to pursue strategies
- 10 Managing strategic change

The assessment of quantitative skills will be a minimum of 10% for both the AS and A Level qualification e.g. calculating cost, revenue and profit; calculate, use and understand ratios.

TEACHING STYLE:

This syllabus will be introduced in 2015, and is developing into a course which is exciting and challenging and offers students every opportunity to participate in lessons in the way they might in a business. The teaching style reflects this. The AQA examination board offers a wide range of resources but the subject matter of the course means newspaper articles, Internet, news items and television programmes on business offer scope for debate and discussion, as well as the written work necessary to prepare students for the examination.

FIELDWORK/COST INCURRED:

Cost of visits to businesses. Opportunity to subscribe to *Business Review* magazine.



Business Studies gives students the opportunity to appreciate how the workplace operates and how business decisions are made. *Michael*

It is an exciting course which develops your analytical skills. *Jacky*

(BTEC Level 3)

Examining Board: Edexcel

TYPE OF ASSESSMENT:

4 core units
2 specialist units

COURSE DESCRIPTION:

This is an exciting and challenging course which provides the opportunities for students to demonstrate their knowledge and understanding of business concepts and ideas through a 'hands on' approach. There are four compulsory core units which will require investigations into real businesses and case studies. This will include a study of all the main areas of business: the environment, marketing, production, human resources, finance and accounting. In the second year there will be an opportunity to develop an area of particular interest by selecting from the specialist units.

TEACHING STYLE:

A variety of appropriate teaching and learning styles are used. The course has been developed to allow students to work in a pro-active way. Theory will be taught within each unit and they will demonstrate their understanding by applying their knowledge and skills to the planning, research and completion of assignments and/or real business tasks. They will work individually and as part of a team. Numerous links with industry are organised and there may be the opportunity of a work experience placement.

FIELDWORK/COST INCURRED:

Local visits to businesses and some conferences.



This is a rewarding subject which helps to develop independent learning as well as expanding the knowledge of business theory which is useful for the future when building a career. *Charlotte*

This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

At the time of publication of this booklet, the final details of the course have not been accredited. A supplement to this guide will be made available as soon as full details have been received.

(AS & A Level)

Examining Board: OCR

TYPE OF ASSESSMENT:

AS (50% of full A Level course)

2 examinations – 1½ hours each

A2 (50% of full A Level course)

2 examinations of 2 hours each

COURSE DESCRIPTION:

This non-linguistic course is suitable for all, especially those with an interest in literature and the ancient world. Topics are: Homer's 'Iliad' and 'Odyssey' – the Trojan War and the adventures of Odysseus; Greek tragedy – plays exploring moral and religious issues and family passions; Greek art – portrayal in sculpture and painted pottery of myths, everyday life and the human body, plus architecture (no artistic ability required); Virgil's 'Aeneid' – Aeneas's journeys, love affair and fighting to establish the Roman Empire. The subject, apart from being interesting in itself, also provides a good background for the study of other subjects, especially English and other literatures and art history. The Greeks invented democracy, drama, epic poetry, realistic sculpture and philosophy, while their myths, always a source of fascination, are relevant to all the topics. Virgil's Roman epic, much influenced by Greek culture, has been the best known work of European literature or 2,000 years.

TEACHING STYLE:

Students are encouraged to develop their own views and to explore comparisons between classical and modern cultures. Discussions can be lively! Tasks include: essays, analyses of art and drama, background reading on mythology and politics.

FIELDWORK/COST INCURRED:

Desirable but not compulsory:

Theatre trips – variable between £15 and £25

Museum Trips – approximately £15-£20

Trip to Greece – approximately £650-£700 (one week)



Classics is so different from anything previous to A Levels and is a great subject to take if you're interested in myths, ancient history or literature.

Tragic, epic, comic, artistic... the lives of the Greeks and the Romans never cease to amaze. *Chris*

Classics is both an enriching and stimulating subject. *Mary*

This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

At the time of publication of this booklet, the final details of the course have not been accredited. A supplement to this guide will be made available as soon as full details have been received.

Dance

(AS & A Level)

Examining Board: AQA

TYPE OF ASSESSMENT:

Both AS and A2 Dance are assessed through two units covered each year.

AS

A one year course involving two units, both externally assessed.

Unit 1

Written Examination 40%
60 Marks. Questions are on the performer, the process and craft of choreography, the significance of dances and a specific area of study.

Unit 2

Choreography and Performance 60%
Practical Coursework: 90 Marks
Section A – Solo Choreography and Performance
Section B – Performance in a Duo/Trio

A2

A one year course continuing from AS Dance involving two units, all of which are externally assessed.

Unit 3

Written Examination 50%
90 Marks. 2 essay questions based on a set professional work and a set area of study.

Unit 4

Group Choreography and Solo Performance 50%
Section A – Group Choreography
Section B – Solo performance based on an area of study from Unit 3.

COURSE DESCRIPTION:

AS and A2 candidates will develop the ability to:

- Perform and interpret dance ideas with a sense of style, an understanding of safe practice and the technical and expressive skills needed by a dancer.
- Create imaginative dances with an understanding of current practice whilst drawing on past influences.
- Comment with perspective and criticism on the structural and expressive aspects of dance and show knowledge of the cultural and historical context of dances.

What are the key elements of the A Level Dance course?

Choreography, Performance, Dancer in Action/Training, Dance Appreciation, Context and Function of Dance, Analysis, Technique.

TEACHING STYLE:

Students will be expected to take part in a range of practical and theoretical activities that will include small group work, discussion as a whole class, individual and group research, performing, choreographing, appreciation, reading, writing and performing, dance analysis, essay writing, short answer tests and note-taking.

FIELDWORK/COST INCURRED:

Students will be expected to go on regular theatre visits to see professional dance performances – this will incur some expenses, usually at student rates.



Dance gives me the opportunity to express my feelings and lets me engage and focus more on my other subjects because it's enjoyable and a good release of stress. *Sam*

I have found that having dance as one of my A Level subjects has allowed me to understand and appreciate the history and more technical aspects. It is a very enjoyable subject. *Jenna*



This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

Examining Board: AQA

TYPE OF ASSESSMENT:

3 coursework units, internally marked and externally moderated – 75%
1 timed exam unit, internally marked and externally moderated – 25%

COURSE DESCRIPTION:

This builds on GCSE experience of either D&T: Graphics or the Graphics element within the Art and Design course. It is taught jointly by the Art and D&T: Construction Departments. Students receive support from both Art and D&T staff as they are introduced to new skills and techniques with which they can express their ideas in the two course work units.

The individual tutorial approach to working is excellent preparation for Higher Education. The final unit of work under examination conditions is the culmination of the whole course and should be looked on as an exciting challenge.

TEACHING STYLE:

Teaching staff specialise in advertising, illustration, packaging, typography and craft and design history.

Everything about this exciting course is intended to provide students with new challenges. Teachers help students to decide whether their original enthusiasm is sufficiently strong to pursue more specialist training in Higher Education and, in particular, the type of specialist training which they might pursue.

FIELDWORK/COST INCURRED:

Students make regular visits to London and Oxford galleries. The travel cost is about £10-£12.



Graphics lets me have the freedom to create my own visual art work.

Graphics allows me to express myself in my own way.

We have covered a wide range of different techniques from CAD work and photography to illustration and packaging.

The course opened my eyes to new career possibilities in the future.

(AS & A Level)

Examining Board: AQA

TYPE OF ASSESSMENT/COURSE DESCRIPTION:

AS (50% of full A Level course)

A one year course involving two modules, one internally assessed, but externally moderated, and one externally assessed. The course aims to develop a practical and theoretical knowledge of theatrical production through performance and written exam.
Unit 1: A response to live theatre and the study of one play.
Unit 2: The presentation of an extract from a play.

A2 (50% of full A Level course)

Designed as a natural progression from the AS, this one year course also contains two modules.
Unit 3: Devised production.
Unit 4: Study of two contrasting plays.

TEACHING STYLE:

Students are expected to adopt a professional attitude in keeping with the demands of the theatre workplace. Within this sphere, all candidates are encouraged to develop their levels of general understanding, focusing on specific areas of interest. An on-going creative environment where students and staff have a mutual respect for each other and the rigours of the work is essential. During the course it is hoped that individuals will gain insights into their suitability for any prospective career route. Students will be expected to rehearse in their own time.

FIELDWORK/COST INCURRED:

Students will be expected to go on regular theatre visits – this will incur some expense, usually at student rates.



This course gives you a fantastic opportunity to express yourself in a controlled environment. *Sam*

This is a rewarding and exciting subject. It gives you the chance to explore and perform in a range of different styles that will constantly increase your level of performance. *Genevieve*

Drama has been fun and sometimes hectic. It's great working with other people. *Robert*

I have always enjoyed drama and studying it at A Level has taught me many more skills and how to develop as an actor. *Sara*

This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

Examining Board: AQA

TYPE OF ASSESSMENT:

A Level

Paper 1 – 2 hours – data response and essay question

Paper 2 – 2 hours – data response and essay question

Paper 3 – 2 hours – multiple choice and case study questions

COURSE DESCRIPTION:

The first year provides an introduction to why economic choices have to be made, the market model, how markets can be efficient and also how they can fail. It develops student understanding of key macroeconomic indicators e.g. inflation, unemployment both national and international and examines government policy objectives for the economy.

In the second year students examine different market structures. They study the labour market and issues such as the distribution of income and wealth. They develop an understanding of financial markets and the operation of monetary, fiscal and supply-side policy. The second year also considers the UK in the wider global economy, examining international trade and globalisation.

TEACHING STYLE:

The department uses a variety of teaching approaches, both across the syllabus and within most lessons. Formal, whole group teaching takes place, but so do group presentations, classroom discussions, research assignments and case study analysis. Use of videos and a wide range of printed material both aids understanding and stimulates interest. We also use the Internet as an excellent source of up-to-date information.

FIELDWORK/COST INCURRED:

Cost of occasional conference attendance. Opportunity to subscribe to *Economic Review* and *Economist* magazines.



Explores how and why different social, political and economical factors influence our lives and welfare on a daily basis. It provides you with important life skills that are vital in our modern world/society. *Mads*

Totally accessible, even without prior knowledge of the subject. *Beth*

Economics enables us to gain a better understanding of the world around us. *Liam*

Economics is an interesting subject as well as challenging. It gives you an insight into how the market works and how the government generally deal with economic issues. *Callum*

This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

Examining Body: AQA.

TYPE OF ASSESSMENT:

From September 2015 in all Sixth Form English courses there will be a Non-Examined Assessment (the new term for coursework) only in the second year of the A Level. All other assessments will be done via examinations at the end of the second year of study for the full A Level and/or at the end of Year 12, if students wish to gain the AS qualification only.

COURSE DESCRIPTION:

A Level English Language is particularly attractive to students looking to enhance some of the key skills and approaches they have begun to study and develop at GCSE, in language analysis and creative writing. There is strong emphasis on close analysis of language, especially using a grammatical basis.

It is an excellent preparation for those students wishing to continue their studies in this subject and/or Linguistics in Higher Education. English Language combines very well with many other subjects at A Level, including English Literature as a separate subject.

During the A Level course students will study two exam units and one Non-Examined Assessment, which is worth 20% of the final A Level grade.

Paper 1: Language, the Individual and Society. Section A will be data-based linguistic analysis and comparison. For Section B on Children's Language Development the questions will be data-led and students will evaluate this in the light of a particular view.

Paper 2: Language Diversity and Change. Section A will be a discursive essay on either change or diversity. There will be no data for this question. Section B will involve data for analysis in one question and as a stimulus in the second question which is a directed writing task requiring students to evaluate ideas and present their own argument.

Non-Exam Assessment: This will be in two parts. One will be a Language Investigation of the student's choice of about 200 words. The second piece of about 1,500 words in total will be in two parts, one part second part is the student's own writing and the other is a commentary on this.

TEACHING STYLE:

Teachers encourage discussions and debate in lessons and these are closely linked to the setting of regular written assignments. Written assignments enable students to consolidate their knowledge of language and to explore these both analytically and creatively.

FIELDWORK/COST INCURRED:

The department does arrange some trips to support study in this subject. These are strongly recommended to students following this course.



I really enjoy the coursework and learning new terminology. The course and the lessons are interesting and work well with my other subjects. *Amy*

English Language is a stimulating subject that has an application to real life. Studying this subject has given me an insight as to why we use the language we do. *Lucy*

This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

Examining Body: AQA.

TYPE OF ASSESSMENT:

From September 2015 in all Sixth Form English courses there will be a Non-Examined Assessment (the new term for coursework) only in the second year of the A Level. All other assessments will be done via examinations at the end of the second year of study for the full A Level and/or at the end of Year 12, if students wish to gain the AS qualification only.

COURSE DESCRIPTION:

A Level English Literature aims to encourage and extend the enjoyment and appreciation of a wide range of literature drawn from a wide range of literary periods and genres.

This course is well suited to students who enjoy literary analysis at GCSE and wish to develop this approach. It is an excellent preparation for those students wishing to continue their studies in this subject in Higher Education. English Literature combines very well with many other subjects in arts, humanities and sciences.

During the A Level course students will study two exam units and one Non-Examined Assessment, which is worth 20% of the final A Level grade.

Paper 1: Love Through the Ages. For Section A students will study a Shakespeare play – examples include Measure for Measure and Othello. For Section B students will answer a compulsory essay question on two unseen poems. Section C will focus on comparing poetry and prose texts. For Section C only students are allowed to have clean texts in the exam room.

Paper 2: Texts in Shared Contexts. There are two options here using the study of three of the set texts across prose, poetry and drama, one of which is written post 2000. Students will be allowed clean texts for part of this exam.

Non-Exam Assessment This will be a comparative critical study of two texts of about 2,500 words, one of which must be pre-1900.

TEACHING STYLE:

Teachers encourage discussions and debate in lessons and these are closely linked to the setting of regular written assignments. The focus is always the study of the set texts which will always be studied in considerable depth.

FIELDWORK/COST INCURRED:

The department arranges theatre trips to support study of the set texts. These are strongly recommended to students following this course. Students are required to buy the texts they are studying. The Anthology is provided free of charge to each student by the exam board.



A Level English is great! You start to look at texts in different and new ways, looking at them in ways you wouldn't perhaps think of... *Katherine*

A Level Literature has developed my skills in textual analysis and I have enjoyed the course. Discussion in class has brought up some interesting points of view around the texts which are useful in establishing our own interpretations. *Jess*

A Level English Literature complements the skills you learn at GCSE so you feel comfortable from the start of the course. There is great scope to develop your own opinions and interpretations and class discussion and debate is exciting. *Camilla*

This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

Examining Body: AQA.

TYPE OF ASSESSMENT:

From September 2015 in all Sixth Form English courses there will be a Non-Examined Assessment (the new term for coursework) only in the second year of the A Level. All other assessment will be done via examinations at the end of the second year of study for the full A Level and/or at the end of Year 12, if students wish to gain the AS qualification only.

COURSE DESCRIPTION:

A Level English Language and Literature aims to encourage and extend the enjoyment and interest in both language and literature and to see them as interconnected and mutually supportive disciplines.

This course is well suited to students who enjoy literary and linguistic analysis at GCSE and wish to develop this approach. It is an excellent preparation for those students wishing to continue their studies in this subject in Higher Education. English Language and Literature combines very well with many other subjects in arts, humanities and sciences.

During the A Level course students will study two exam units and one Non-Examined Assessment, which is worth 20% of the final A Level grade.

Paper 1: Telling Stories. For Section A students will study the AQA Anthology and answer on compulsory question on this. For Section B students will answer one question from a choice of four prose texts. Section C will focus on poetry from the AQA Poetic Voices' Anthology. For Sections B and C only students are allowed to have clean texts in the exam room.

Paper 2: Exploring Conflict. Section A will involve the study of one prose text which they will use as a base text to recreate a new text. Students are also asked to write a critical commentary to accompany this. Section B will involve the study of one drama text and focus on how conflict is presented here in various ways. Students will be allowed clean texts with them for both parts of this exam.

Non-Exam Assessment: Making Connections will focus on language use in literary and non-literary texts. Students will complete a personal investigation between 2,500 and 3,000 words.

TEACHING STYLE:

Teachers encourage discussions and debate in lessons and these are closely linked to the setting of regular written assignments. Written assignments enable students to consolidate their knowledge of language and literature and to explore these independently and creatively.

FIELDWORK/COST INCURRED:

The department arranges theatre trips to support study of the set texts. These are strongly recommended to students following this course. Students are required to buy the texts they are studying. The Anthology is provided free of charge to each student by the exam board.



The Language and Literature course has helped me to become more mature and thoughtful in my writing. *Calina*

This course is extremely interesting. It not only allows you to develop more understanding but also acknowledge how others interpret. *Charlie*

(AS & A Level)

Examining Board: WJEC

TYPE OF ASSESSMENT:

At AS Level students study two units:

FM1: Exploring Film Form comprises coursework (40%)

FM2: British & American Film 2hr 30min examination (60%)

The coursework unit will include an analysis of the micro-features of a chosen film extract (1500 words) as well as the production of a creative project (film extract or short film). Students also need to complete a reflective analysis based on work completed.

FM2 is an external examination where students have the opportunity to explore Producers and Audiences and topics in British Film, such as production companies or British identity. Also, there is a section on American film where students will compare two films.

At A2 Level students study two units:

FM3: Film Research & Creative Projects (coursework)

FM4: Varieties of Film Experience; Issues & Debates (2hr 45 min examination)

Here students will have the opportunity to research and discuss many of the issues surrounding film, such as the impact of World Cinema, the role of women in film and issues surrounding spectatorship. Students will be able to consolidate their production skills by researching and then producing a creative piece such as a short film, screenplay or an outline for a new documentary.

COURSE DESCRIPTION:

Cinema is a little over a hundred years old and has been described as the major art form of the century. If your interest in film extends beyond a casual and recreational viewing and you are curious about how films are made and how they communicate to their audience, then a course in film studies could be for you.

You will study film as a medium, as an art form and as a social and economic institution. This is an increasingly popular subject with more and more students taking on the challenges of raising an everyday form of entertainment to the level of serious academic study. It looks at the history, business, theory and practice of film-making from the early days of the Lumière Brothers in the 1890s to the present day. The course will develop students' analytical skills as well as their artistic appreciation of a major art form. In the past two years, trips have been organised to relevant places of interest such as New York and Los Angeles.

TEACHING STYLE:

There will be a lot of lively class debates and discussions where everyone is expected to get involved as well as regularly set written work. Students are expected to develop and broaden their knowledge and skills independently as well as watch films critically in their own time. The lessons will consist of a mixture of film extract analysis, whole class work, small group work as well as practical production work. St Bart's has two well-equipped Media Suites with Mac computers and camera equipment. Students are expected to engage positively with every aspect of film development, from conception to video editing using Adobe Premiere Pro. Prior experience is not essential; prior enthusiasm is!



Film Studies has been undeniably my favourite subject as it took my love of cinema to a whole new level. The teachers are always helpful and willing to provide that constructive criticism for you to secure your dream grade. *Theo*

(AS & A Level)

Examining Board: AQA

TYPE OF ASSESSMENT:**AS**

Unit 1: Written exam: 2 hours, 50% AS (25% of A2 marks)

Unit 2: Coursework: 50% AS (25% of A2 marks)

A2

Unit 3: Written exam: 2 hours, 25% of total A Level marks

Unit 4: Coursework: 25% total A Level marks

COURSE DESCRIPTION:

At AS, knowledge of food science and nutrition, and of a wide range of materials and components used in the making of food products will be developed. Students will be given the opportunity to develop and solve a problem relating to food design and making; and will gain an understanding of industrial and commercial practices within the area of food. The course will include: study of nutrients and the relationship between diet and health; social factors and dietary needs; environmental factors influencing food choice, such as organic food and sources of energy; mass media – the influence of advertising, television, and the press; food safety.

At A2, students will continue to develop design work alongside a deeper understanding of food science, processes and commercial food manufacture. The course will include a study of the physical and chemical structures of the macronutrients, and their working characteristics in relation to the physical and sensory attributes of food; the beneficial and detrimental effect of micro-organisms and enzymes; preservation methods; quality assurance and quality control; and food legislation.

TEACHING STYLE:

Lessons are varied and lively, including discussion, investigative and practical work, food tasting, and ICT, as well as more traditional ways of developing theoretical knowledge.

FIELDWORK/COST INCURRED:

Contributions to transport costs for industrial visits.
Purchase of ingredients for food products (suitable for inclusion in family meals).



Food Technology is an exhilarating subject, allowing for creative flair and knowledge application to extend beyond the classroom. The versatile skills learnt are very beneficial and the cross curricular knowledge enforces choices and promotes a healthy lifestyle. *Naomi*

Food Technology is not just an A Level, it helps you prepare for the wider world. It gives you great transferable skills such as time management, analysing work or giving presentations. *Sophie*

The practical sessions are fun and allow you to experiment with different ingredients and flavour combinations. *Harriet*

(AS & A Level)

Examining Board: AQA

TYPE OF ASSESSMENT:

The AS assessment comprises two units consisting of an oral examination and a comprehension and writing paper, all taken at the end of Year 12. The A2 assessment also comprises two units: an oral exam and a comprehension and writing paper. All examinations are in French and candidates are not allowed to use a dictionary.

COURSE DESCRIPTION:

The course develops language skills for work, leisure and further study. The students build on skills acquired at GCSE by increasing their vocabulary and knowledge of grammatical structures, as well as deepening their understanding of French life and culture. The materials studied include newspaper and magazine articles, correspondence, radio and television programmes, material available on the Internet and modern literature, and they deal with all aspects of modern society.

At AS Level the reading and listening materials are drawn from the following broad areas: media; popular culture; healthy living/lifestyle; family relationships.

The A2 course develops further the skills acquired at AS Level. There is greater emphasis on discussion and detailed analysis. Reading and listening materials are drawn from the following broad subject areas: environment; multicultural society; contemporary social issues and two cultural topics, which may include literature.

TEACHING STYLE:

Lessons are conducted as far as possible in the target language, encouraging discussion, debates, pair and group work, which is followed by oral and/or written homework. Students are obliged to attend regular conversation classes with the Foreign Language Assistant.

FIELDWORK/COST INCURRED:

Students are required to have a good bi-lingual dictionary (£30). A work of literature may also be studied and students are expected to purchase their own copy (£15). Students are encouraged to travel abroad at least once during their course and to take advantage of the opportunities offered by the school to participate in exchange visits. The cost of such trips varies between £300 and £350.



I chose French because I find it extremely satisfying to be able to speak another language.

The topics are more interesting than GCSE and concentrate on a wider range of issues.

(AS & A Level)

Examining Board: AQA

TYPE OF ASSESSMENT:

The modular examination comprises two units leading to AS and two further A2 units, which lead to Advanced Level.

COURSE DESCRIPTION:

The course involves studying a range of themes and places including within the UK and a range of other countries. The focus in all topics is upon systems and processes, interactions and outcomes, changes and issues, management responses and strategies.

AS

Unit 1: Physical Geography: rivers, floods and management plus one option topic from coastal, cold, or hot desert environments.

Human Geography: Population change plus one option topic from food supply issues, energy issues and health issues.

Unit 2: Skills based: map work, techniques and fieldwork.

A2

Unit 3: Contemporary Geographical issues:

Physical Environment: plate tectonics and associated hazards; weather and climate and associated hazards; challenges facing ecosystems.

Human Environment: World cities; development and globalisation; contemporary conflicts and challenges.

Unit 4: A fieldwork investigation (individual study) or Geographical issue evaluation.

TEACHING STYLE:

A full range of teaching and learning styles is used.

A variety of resource materials are available to students to support their studies outside class, including a textbook which has been specifically written for this specification and is the department's adopted textbook, AQA Geography AS and A2: Ross, Digby, Bayliss, Collins and Chapman.

FIELDWORK/COST INCURRED:

Fieldwork will be assessed in Units 2 and 4, so there is a residential field trip during the AS year. Some students purchase books from a list of recommended reading.



Learning and questioning the wider issues of globalisation, population growth and mass migration broadens the mind.

A great course that provides you with fun and excitement.

Learning about fieldwork during our week in Pembrokeshire helped me develop my understanding of the geographical issues and fieldwork techniques we had studied in the classroom.

(AS & A Level)

Examining Board: AQA

TYPE OF ASSESSMENT:

The AS assessment comprises two units consisting of an oral examination and a comprehension and writing paper, all taken at the end of Year 12. The A2 assessment also comprises two units: an oral exam and a comprehension and writing paper. All examinations are in German and candidates are not allowed to use a dictionary.

COURSE DESCRIPTION:

The course develops language skills for work, leisure and further study. The students build on skills acquired at GCSE by increasing their vocabulary and knowledge of grammatical structures as well as deepening their understanding of German life and culture. The materials studied include newspaper and magazine articles, correspondence, radio and television programmes, material available on the Internet and modern literature, and they deal with all aspects of modern society.

At AS the reading and listening materials are drawn from the following broad areas: media; popular culture; healthy living/lifestyle; family relationships.

The A2 course develops further the skills acquired at AS Level. There is greater emphasis on discussion and detailed analysis. Reading and listening materials are drawn from the following broad subject areas: environment; multicultural society; contemporary social issues and two cultural topics, which may include literature.

TEACHING STYLE:

Lessons are conducted as far as possible in the target language, encouraging discussion, debates, pair and group work, which is followed by oral and/or written homework. Students are obliged to attend regular conversation classes with the Foreign Language Assistant.

FIELDWORK/COST INCURRED:

Students are required to have a good bi-lingual dictionary (£30). A work of literature may also be studied and students are expected to purchase their own copy (£15). Students are encouraged to travel abroad at least once during their course, and to take advantage of the opportunities offered by the school to participate in exchange visits. The cost of such trips varies between £180 and £350.



I have enjoyed the course and would recommend it because it is very different from other subjects and teaches you a valuable skill.

At A2 German is great; it is so in depth and the level of analysis is brilliant.

(BTEC Level 3)

Examining Board: Edexcel

TYPE OF ASSESSMENT:

3 core units
3 specialist units

COURSE DESCRIPTION:

Health & Social Care is an interesting and richly varied course for students with lively and enquiring minds. Those wishing to study a subject that is relevant to their own lives and experiences will be able to apply their knowledge and understanding in a practical and realistic way.

The Health & Social Care BTEC Certificate (Year 12) is equivalent to an AS and the Subsidiary Diploma (Year 13) is equivalent to one A Level.

The core units are compulsory and include effective communications, diversity and equality and health, safety and security in Health and Social Care settings. A portfolio of evidence is gathered which represents the final assessment. There are currently no examinations during the course.

The course is designed to stimulate research and debate and encourage students to apply the theory learned to the world around them. This course is highly suitable for anyone wishing to work with people within a wide range of professions, including health and social care. It also provides an excellent foundation for higher level study.

The specialist units enable students to make more individual choices for the focus of their coursework. With guidance, students are able to reflect their personal interests and support their planning for future pathways.

This is a dynamic subject area with a real focus on students engaging with professionals in action, in a range of settings, and participating in practical projects in order to develop skills in research, analysis and evaluation.

TEACHING STYLE:

This is a varied and diverse course, which a range of teaching and learning methods will support. Students will be able to apply learning in a practical situation where they will also have the opportunity to find out more about themselves. There will be opportunities to work independently, using the skills of personal investigation, as well as being involved in small and larger group discussions and activities.

FIELDWORK/COST INCURRED:

There are opportunities to participate in visits and short conferences during the course.



A rewarding subject to take, which provides knowledge which can lead towards many different career paths. *Charlotte*

Completing a course where you have to be self-motivated to do the coursework is very satisfying. *Zoe*

The subject provides an opportunity to learn in many different ways, such as group work and individual work, which helps you to make good friends and learn about interesting topics at the same time. *Beth*

This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

Examining Board: OCR

TYPE OF ASSESSMENT:

Four units, one of which is an essay based exam and one which is internally assessed and externally moderated.

COURSE DESCRIPTION:

This fascinating course consists of four units which collectively cover themes from British, European and world history. The British unit focuses on the captivating period of the early Tudors, dating from 1485-1547. The topics studied include Henry VII, Henry VIII and the mid-Tudor crisis from 1547-1558. The unit focusing on Germany from 1919 to 1963, covers the turbulent period in German history, which saw the rise of Hitler followed by 12 years of Nazi rule, before Germany was then divided into East and West. A third unit is a thematic study of Russia's history during the period 1855-1964 and focuses in particular on continuity and change as Russia moves from a Tsarist system of government to one of Communist dictatorship. The final aspect to the A Level History course is a coursework unit in which students investigate a history topic of their choice. For this task, students are given the opportunity to research a particular event or period, and then produce their own personal investigation into that topic.

TEACHING STYLE:

The aim is to develop the techniques of critical thinking in a historical context alongside the skills necessary to analyse and solve historical problems. Throughout the course emphasis is placed on developing communication skills. Active and informed discussions are encouraged and priority is given to developing an effective essay technique with which to communicate historical arguments and conclusions clearly and succinctly with reference to appropriate historical terminology.

FIELDWORK/COST INCURRED:

None.



History is a superb subject which helps us to understand how our culture has evolved. It also teaches us vital skills in research and debate which will be beneficial in higher education. *James*

The History course is well taught and provides a fascinating insight into modern history. I thoroughly enjoyed each topic and would recommend the course to anybody interested!
Harriet

Choosing History at St Bart's was probably the best choice I ever made. The combination of fantastic teaching and an enthralling syllabus makes history enjoyable as well as challenging. *Millie*

The History Department is excellent. Its plentiful resources and experienced, enthusiastic and friendly teachers bring the subject alive. *Jess*

(BTEC Level 3)

Examining Board: Edexcel

TYPE OF ASSESSMENT:

2 mandatory units

Unit 1: Communication and Employability Skills for IT
Unit 2: Computer Systems

Proposed 4 specialist units

Unit 15: Object Orientated Programming
Unit 16: Procedural Programming
Unit 18: Database Design
Unit 30: Digital Graphics

COURSE DESCRIPTION:

This is an exciting course introduced to St Bart's in September 2013, which will allow students to develop a wide range of skills for the computing and IT industry. Students will gain an understanding of the skills which are sought by employers within the IT industry, and over the two years, will be able to develop some of those skills. Primarily, students will be taught how to program, to meet the needs and requirements of others and to be able to design and build a computer to meet the specification of different users. The course will follow a 'hands on' approach and students will get through their units by completing tasks for real users.

TEACHING STYLE:

Although there will be an element of theory to learn, the actual assessment of students will be through the use of hands on assignments in most cases. A lot of emphasis will be put in to the student's ability to actually carry out a task for a real user, making sure the work is done safely and to acceptable business standards. Students will be expected to code using standard algorithms, but also have the ability to adapt standard algorithms to meet the needs of their users. More importantly, we will use links with businesses to arrange trips to companies to look at their practice, to see how computing and IT are delivered within the business environment.

FIELDWORK/COST INCURRED:

Trips to local businesses. Although not necessary, it would be appropriate for students to have access to a PC at home.

(AS & A Level)

Examining Board: Edexcel

TYPE OF ASSESSMENT:

3 modules at AS and a further 3 modules at A2. Each module is assessed by a final examination.

COURSE DESCRIPTION:

The AS course consists of three equally weighted modules. All candidates study Core 1, Core 2 and Statistics 1.

The A2 course consists of three further modules.

All candidates study Core 3, Core 4 and Mechanics 1. Broadly speaking the study of Pure Mathematics, in the core modules, develops a variety of skills which promote the understanding of coherence and progression in mathematics. Areas of mathematics such as algebra and trigonometry are extended and new areas such as co-ordinate geometry and calculus are introduced. Logical reasoning, modelling and problem solving are also developed. These skills play a crucial role in the study of the applied mathematics modules Statistics and Mechanics, where 'real-life' problems are tackled.

TEACHING STYLE:

A Level Mathematics is a subject which involves considerable student participation. Successful candidates are those who, in addition to any exercises set by the teacher for homework, work hard on their own at solving a wide range of problems using the basic concepts and techniques taught in class. For most of our students A Level Mathematics is a stimulating and very satisfying course.

FIELDWORK/COST INCURRED:

None.



Easily the most enjoyable subject to do, especially if you have a genuine interest. *Rio*

Maths isn't just fun, it's a way of life. *Tom*

A Level Maths differentiates you from the rest of the world. *Lauren*

An A Level in Maths is viewed favourably by most universities. *James*

(AS & A Level)

Examining Board: Edexcel

TYPE OF ASSESSMENT:

In Year 12 candidates who choose Maths and Further Maths as two of their options will study six modules which in themselves constitute A Level Mathematics (single-subject). In Year 13 they will take six more modules to achieve the Further Maths A Level. All modules are assessed by a final examination.

COURSE DESCRIPTION:

Mathematics and Further Mathematics is a course which leads to two A Level awards. **Further Mathematics cannot be taken without Mathematics.** This course is suitable for students with good ability who really enjoy mathematics.

All students study Core 1, Core 2, Core 3, Core 4 and two from Statistics or Mechanics. Students then continue these areas into Year 13.

TEACHING STYLE:

Students considering going on to study for degrees in Mathematics, Statistics, Physics, Engineering and allied subjects will find double mathematics to be an excellent preparation. We also usually have a sizeable number of students who take Further Mathematics because they are good at mathematics and enjoy it, but their choice of subject at degree level is unrelated. For able students the work load for double mathematics is less than that for two other A Levels and students who are in two minds about whether to start this course are encouraged to give it a try. Most who do so are very glad they did, finding the work enjoyable and stimulating and very rewarding. If you do find it too demanding you can drop down to the single subject at a later stage. It is, however, very difficult to "pick up" Further Mathematics if it is not started at the beginning of Year 12.

FIELDWORK/COST INCURRED:

None.



The subject constantly challenges my thinking. *Sam*

Further Maths introduces you to a great learning environment with intelligent discussions. Make no mistake, this course is challenging but rewarding. *Louise*

(AS & A Level)

Examining Board: WJEC

TYPE OF ASSESSMENT:

AS

MS1: 2½ hour exam: 50% of AS (25% of full A Level).

MS2: 50% of AS (25% of full A Level).

A2

MS3: 50% of A2 (25% of full A Level)

MS4: 2½ hour essay based exam: 50% of A2 (25% of full A Level)

COURSE DESCRIPTION:

The Internet, film, broadcasting, the press and other media play a major role in modern life. The media are all around us, every day of our lives. One of the main aims of this course is to bring a critical awareness to your use of the media and to enable you to get more from your experiences of cinema, television or the Internet. The course is an increasingly popular one with more students wishing to follow it every year. For many this is the start of what they hope will be a career path. The course is not a vocational one and will not automatically result in a glamorous job in the media, but it will give you a broad understanding of how the media industry works and it may well lead on to other professional courses. Significant numbers of students go on every year to degree courses in media related subjects at university.

At AS there are two units. Unit 1: Media Representations and Response in which students will study how a wide range of print and moving image texts are constructed. They will analyse how individuals, groups and issues are represented in those media texts. Audience responses to the texts will also be a key focus of this unit.

Unit 2: Media Production Processes is a coursework portfolio consisting of:

- a pre-production task which reflects research and planning in the focus area,
- a production which develops out of the pre-production,
- a report of 1200-1600 words.

At A2 there are two further units. Unit 3: Media Investigation and Production is an academic essay (or research investigation: 1400 – 1800 words), related production work (informed by the investigation) and an evaluation (500 – 750 words). This is a unit with students undertaking their own choice of media investigation/research independently and with the related practical production linked to either genre, narrative or representation.

In Unit 4: Media – Text, Industry and Audience. Students will study three different media industries out of a choice of television, film, advertising, music, radio, newspapers, magazines.

TEACHING STYLE:

The classes will focus on developing students' academic and emotional responses to media products, so many classes will revolve around individual thoughts and reactions. Debate, discussion and group work also feature in the scheme of work. There will be opportunities for production work throughout the units as well as within the coursework.

Trips and visits to places of interest will be organised and speakers will be invited to talk to classes.



The course is really interesting and covers a range of topics from films to video games, you can't help but get involved in the class discussions.

The coursework aspect was especially enjoyable because you get to create your own piece of media. Whether it be a film trailer or a magazine cover, you have control. If you are creative, hard-working and imaginative then you'll love Media Studies.
Lucy

(AS & A Level)

Examining Board: Edexcel

TYPE OF ASSESSMENT:

Unit 1: Performing Music

(30% AS Mark 15% of A2 Mark)

The music performed is chosen and assessed by the centre and moderated by Edexcel.

Unit 2: Composing

(30% AS Mark 15% of A2 Mark)

Externally assessed coursework composition and programme notes.

Unit 3: Developing Musical Understanding

(40% AS Mark 20% of A2 Mark)

Assessment is through a two hour examination set and marked by Edexcel. There are three sections; Listening, Investigating Musical Styles and Understanding Chords and Lines.

Unit 4: Extended Performance

(30% of A2 Mark 15% of total GCE Mark)

The music performed is chosen and assessed by the centre and moderated by Edexcel.

Unit 5: Composition & Technical Study

(30% of A2 Mark 15% of total GCE Mark)

Both sections of the examination must be completed under controlled conditions. The composition and technical study will be externally assessed.

Unit 6: Further Musical understanding

Assessment is through a two hour examination paper set and marked by Edexcel.

COURSE DESCRIPTION:

Unit 1: Performing Music

This unit gives students the opportunities to perform as soloists and/or as part of an ensemble.

Unit 2: Composing

This unit encourages students to develop their composition skills leading to the creation of a three minute piece in response to a chosen brief.

Unit 3: Developing Musical Understanding

This unit focuses on listening to familiar music and understanding how it works. Set works from the anthology provide the focus for the first two sections, through listening and studying scores.

Unit 4: Extended Performance

This unit gives students opportunities to extend their performance skills as soloists and/or as part of an ensemble.

Unit 5: Composition & Technical Study

This unit has two sections: composition and technical study. The composition section further develops students' composition skills, leading to the creation of a final three minute piece in response to a chosen brief. The technical study section builds on the knowledge and awareness of harmony gained in Unit 3 section C through the medium of pastiche studies.

Unit 6: Further Musical Understanding

This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works.

Students should have a basic level of keyboard skills, as well as around Grade V standard on an instrument. They should be able to read traditional notation in the treble and bass staves, and preferably the C-clef also.

FIELDWORK/COST INCURRED:

Students are expected to continue instrumental lessons, and attend any concerts arranged by the department deemed integral to the course.



(AS & A Level)

Examining Board: Edexcel

TYPE OF ASSESSMENT:**Unit 1: Music Technology Portfolio****(70% AS Mark 35% GCE Mark)**

Coursework done under supervision. Externally marked.

Unit 2: Listening and Analysing**(30% AS Mark 15% GCE Mark)**

1 hour 45 minute listening examination. Externally assessed.

Unit 3: Music Technology Portfolio 2**(60% AS Mark 30% A2 Mark)**

Students will produce an audio CD entitled 'Music Technology Portfolio 2', containing three tracks of work. Externally marked.

Unit 4: Analysing and Production**(40% of A2 Mark 20% of total GCE Mark)**

This assessment will take the form of a 2 hour examination. Externally marked.

COURSE DESCRIPTION:**Unit 1: Music Technology Portfolio.** Portfolio 1:

Task 1A: Sequenced Realised Performance

Task 1B: Multi-track Recording

Task 1C: Creative Sequenced Arrangement

Unit 2: Listening and Analysing. This unit provided students with an opportunity to study the styles most common in popular music.**Unit 3: Music Technology Portfolio.** Portfolio 2:

Task 3A: Sequenced Integrated Performance

Task 3B: Multi-track Recording

Task 3C: Composing using Music Technology

Unit 4: Analysing and Producing. Students will be expected to demonstrate their knowledge of music and the principles of music technology through a series of written commentaries, manipulations and production tasks.

Students should have a basic level of keyboard skills. They need a wide taste in music, and not just be 'pop' orientated.

Students also need to be good at spoken communication, using ICT, problem solving, planning their own learning, and working with others. The ability to produce clear and accurate written material is also important.

TEACHING STYLE:

- Listening to, discussing and analysing a wide range of music.
- Practical recording and sequencing techniques.
- Individual composition/arranging.
- Group assignments.

FIELDWORK/COST INCURRED:

Some music ICT equipment at home would be desirable.



The subject is well taught and the teachers support and encourage you to fulfil your full potential. Really enjoyable!
Cameron

This course has changed a 'subject' into a hobby and a passion. The lessons always teach me something new and the teachers are always there to help. *Richard*

This is a great course for those who are really committed to Music Technology. It also develops many traditional musical skills. *Stephanie*

Philosophy & Ethics: Religious Studies

(AS & A Level)

Examining Board: OCR

TYPE OF ASSESSMENT:

Candidates answer essay type questions in an examination for each of the units. There is no coursework on this course.

AS – 2 Papers – 90 minutes each

A2 – 2 Papers – 90 minutes each

COURSE DESCRIPTION:

The course is an ideal introduction to contemporary philosophy and ethics. There are four units of study to make up the full A Level (2 for AS and 2 for A2).

The AS unit G571 consists of the philosophy of religion: the many arguments for and against the existence of God as well as the influence of the Greek philosophers Plato and Aristotle.

AS unit G572 focuses on ethics, and scholars such as Kant, Bentham and Mill. These ethical systems are then applied to practical areas such as euthanasia, abortion, genetics and war.

The A2 unit G581 consists of topics such as virtue, ethics, free will and determinism, the conscience; these are applied to sexual ethics and the environment.

A2 unit G582 is made up of the nature of God, religious experience, miracles, life after death, and religious and ethical language (Meta-ethics).

TEACHING STYLE:

Teaching is in a lively, interactive, vigorous style, with discussion backed up by reading and essay writing. Students are expected and encouraged to examine and question different points of view. Day conferences in Oxford provide additional stimulus and add to the experience of the budding philosopher.

FIELDWORK/COST INCURRED:

Visits to day conferences in London.



Philosophy is essential for broadening the mind. A rare opportunity which has led to a wide understanding of things. Very important for later life!

If you believe in 'the greatest good for the greatest number' take Philosophy and Ethics for the goodness you'll get out of it.

This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

Examining Board: OCR

TYPE OF ASSESSMENT:

3 x Written examination papers

COURSE DESCRIPTION:

The new A Level Physics course content will cover six main modules including forces and motion, electrons, waves and photons, particles and medical physics and astrophysics. Throughout, the course links the principles of Physics with their applications in the wider context of industry and technology. Students are encouraged to develop their investigative skills, and apply their knowledge to original problems.

The specification is divided into topics, each covering different key concepts of physics. As learners progress through the course they will build on their knowledge of the laws of Physics, applying their understanding to solve problems on topics ranging from sub-atomic particles to the entire universe. For A Level only, the Practical Endorsement will also support the development of practical skills.

The course aims to encourage students to:

- develop essential knowledge and understanding of different areas of the subject and how they relate to each other,
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods,
- develop competence and confidence in a variety of practical, mathematical and problem solving skills,
- develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject,
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society (as exemplified in 'How Science Works').

TEACHING STYLE:

Students will be taught the underlying principles by the experienced, specialist Physics staff. The course is supported by textbooks, and additional Internet support on the OCR website including transition booklets. Students will carry out extensive research and practical investigations, guided by the Physics department staff and further supported by OCR.

FIELDWORK/COST INCURRED:

A wide range of text resources will be provided by the school, including the course text. Practical investigations will be resourced and financed by the Physics department.



Physics was always my favourite subject, because of the content and teaching.

It was an easy choice to make when deciding on my A Level subjects and definitely the right one.

(AS & A Level)

Examining Board: OCR

TYPE OF ASSESSMENT:

Two units at AS, externally examined through data response and structured short essay questions. Two units at A2, externally examined through essay questions. There is no coursework element to the assessment.

COURSE DESCRIPTION:

The two AS units focus on contemporary British politics. Topics covered will include: elections, political parties, pressure groups, the Prime Minister and Cabinet, Parliament and the European Union. At A2 the study of American politics becomes the key focus, together with some comparative politics looking at similarities and contrasts between Britain and the US.

TEACHING STYLE:

The emphasis within the course is placed very much on how the politics and government of the two countries operate today, and examples will be constantly sought from contemporary issues in the news of the day. The reading of quality newspapers and periodicals is therefore a major requirement. Students have traditionally come to the course with a wide range of political views or none at all. They will be encouraged to develop and express their views, especially in discussion, but we assume no prior knowledge of the subject, only an interest. The course enables students to develop a critical, rigorous and analytical approach to the study of Politics.

FIELDWORK/COST INCURRED:

Optional trips include visiting the Houses of Parliament in London and Washington DC in February 2017.



Politics provides a good insight into what is happening in the world today. It is an interesting and thought provoking subject and I thoroughly enjoy it.

Politics is definitely my favourite subject. It allows the opportunity for debates and discussions about current, relevant issues, as well as offering an insight into various systems of government. The teaching is inspiring and dynamic.

I have found the course really interesting and useful. The teachers are very encouraging and the whole class gets involved.

An extremely enriching subject which really aims to simplify and analyse both British and American political systems and which provides the opportunity to develop personal perspectives on both.

Interesting, relevant and well taught.

(BTEC Level 3)

Examining Board: Edexcel

The BTEC Level 3 in Applied Science course is suitable and accessible to students who have a keen interest in science but who prefer a more project based and applied approach to their studies, as opposed to a course based around examinations. The BTEC Level 3 National Applied Science is a vocational or work-related qualification. This means that you will have the opportunity to gain specific knowledge, understanding and skills that are relevant to a variety of jobs in the fields of science, technology, engineering and maths.

TYPE OF ASSESSMENT:

The BTEC Nationals in Applied Science have been developed to equip students for either employment in the science sector or to progress to higher BTEC qualifications. It is a broad-based science course where assessed work is completed throughout the two years.

The course is assessed through the completion of 'assignments' and is 100% internally assessed with internal and external verification to ensure quality.

This course is suited to those who wish to study science but do not perform at their best in formal examinations.

COURSE DESCRIPTION:

BTEC Level 3 Certificate

The first year of the course covers three mandatory units (Fundamentals of Science, Working in the Science Industry and Scientific Investigations). The BTEC Level 3 Certificate is equivalent to one GCE AS Level.

BTEC Level 3 Subsidiary Diploma

The second year of the course includes three additional units; human physiology, medical physics and chemical laboratory techniques. This is equivalent to one GCE A Level.

TEACHING STYLE:

The teaching style varies within and across the units but is heavily based in practical work making it an ideal training for becoming an employee in a scientific field.

FIELDWORK/COST INCURRED:

There will be opportunities to see science taking place in the work environment through various trips/workplace visits.

This is a new two-year linear A Level course. There will be an option for students to complete an AS qualification at the end of Year 12. The AS exam is not, however, part of the full A Level course.

Examining Board: AQA

TYPE OF ASSESSMENT:

- Paper 1 Education with Methods in Context and Theory and Methods – 2 hour written exam, extended writing, 33.3% of A Level
- Paper 2 Topics in Sociology – 2 hour written exam extended writing, 33.3% of A Level
 - Option 1 – Families and Households
 - Option 2 – Global Development
- Paper 3 Crime and Deviance with Theory and Methods – 2 hour written exam, 33.3% of A Level comprising short answer and extended writing

COURSE DESCRIPTION:

Sociology offers a distinct and highly illuminating perspective on human behaviour. Learning Sociology means taking a step back from our own personal interpretations of the world and looking at the social influences which shape our lives. Students apply the three core themes of socialisation, culture and identity, and power and stratification to the topic areas of the family, education, global development, and crime and deviance. The course will help you to gain insight into the working of our various social institutions and such things as the everyday world of crime, education, the class system and the family. Learning Sociology is in part a process of self-exploration, as no-one can study Sociology without having to confront challenges to some of their deeply held views and prejudices.

TEACHING STYLE:

The Sociology Department has obtained good examination results by adopting whole class interactive teaching methods and group work. Students are expected to persevere in the face of challenges and demonstrate a commitment to the work in hand. This may range from quiet concentration to lively curiosity and enthusiasm.

Background reading of quality newspapers and listening to or viewing appropriate current affairs programmes will be expected.

FIELDWORK/COST INCURRED:

None.



Sociology has helped me gain knowledge about different cultures and views of modernised society. It helps to open your eyes to different opinions and theories. *Ben*

Sociology has made me question more about society. *Lally*

This is a fun course that improves essay writing, debating, independent and group work and complements many other subjects. *Tom*

Entry Requirements

GCSE grade B in Spanish

(AS & A Level)

Examining Board: AQA

TYPE OF ASSESSMENT:

The AS assessment comprises two units consisting of an oral examination and a comprehension and writing paper, all taken at the end of Year 12. The A2 assessment also comprises two units: an oral exam and a comprehension and writing paper. All examinations are in Spanish and candidates are not allowed to use a dictionary.

COURSE DESCRIPTION:

The course develops language skills for work, leisure and further study. The students build on skills acquired at GCSE by increasing their vocabulary and knowledge of grammatical structures, as well as deepening their understanding of Spanish life and culture. The materials studied include newspaper and magazine articles, correspondence, radio and television programmes, material available on the Internet and modern literature: materials which deal with all aspects of modern society.

At AS the reading and listening materials are drawn from the following broad areas: media; popular culture; healthy living/lifestyle; family relationships.

The A2 course develops further the skills acquired at AS Level. There is greater emphasis on discussion and detailed analysis. Reading and listening materials are drawn from the following broad subject areas: environment; multicultural society; contemporary social issues and two cultural topics, which may include literature.

TEACHING STYLE:

Lessons are conducted as far as possible in the target language, encouraging discussion, debates, pair and group work, which is followed by oral and/or written homework. Students are obliged to attend regular conversation classes with the Foreign Language Assistant.

FIELDWORK/COST INCURRED:

Students are required to have a good bi-lingual dictionary (£30). A work of literature may also be studied and students are expected to purchase their own copy (£15). Students are encouraged to travel abroad at least once during their course, and to take advantage of the opportunities offered by the school to participate in exchange visits. The cost of such trips varies between £180 and £350.



I enjoy Spanish because it enables me to study a broad range of issues from across the world whilst developing my linguistic skills. The teaching style is also quite relaxed and enables easy learning.

I would advise anyone considering taking a language to do it. The skills learnt will be very useful in later life. Universities love it and it's great fun!

BTEC in Sport**(BTEC Level 3)**

Examining Board: Edexcel

TYPE OF ASSESSMENT:

Each unit is assessed on evidence produced by each candidate that demonstrates their knowledge and understanding of the subject content. This will be in a variety of forms depending on the topic, for example, a presentation, role play, log/diary, explanations or project. The units are divided into a number of smaller assignments which are systematically assessed and the course does not have external exams.

COURSE DESCRIPTION:

The Edexcel BTEC National Subsidiary Diploma is A Level 3 course designed to provide work-related qualification and experience in a specialist area. The principal aim of this course is that candidates will gain an understanding of the sport sector by applying theory to practical situations. This can be achieved through a variety of approaches including practical participation, links with local employers, case studies, research, assignments and project work.

TEACHING STYLE:

The course is divided into six main units of study. The three core, compulsory units are listed below. In addition, four specialist units can be chosen from topics such as sport coaching, fitness testing, sport development, lifestyle and practical sport:

- Principles of Anatomy and Physiology
- The Physiology of Fitness
- Assessing Risk in Sport
- Fitness Testing for Sport and Exercise

FIELDWORK/COST INCURRED:

None.



This has given me a wider understanding about how the body works and how the joints and muscle groups are used in sport to help performance. *Alex*

(AS & A Level)

Examining Board: AQA

TYPE OF ASSESSMENT:

AS

Unit 1: Opportunities for and the effects of leading a healthy and active lifestyle

- 60% of AS, 30% of A Level
- 2 hour written exam

Unit 2: Analysis and evaluation of physical activity as performer and/or in an adopted role(s)

- 40% of AS, 20% of A Level
- Internally assessed, external moderation
- Candidates perform, analyse and evaluate execution of core skills/techniques in isolation and in structured practices as a player/performer, a coach, an official, (students pick two from the three areas).

A2

Unit 3: Optimising performance and evaluating contemporary issues within sport

- 30% of A Level
- 2 hour written exam
- Section A – Physiology
- Section B – Psychology
- Section C – Contemporary

Unit 4: Optimising practical performance in a competitive situation

- 20% of A Level
- Internal assessment, external moderation
- Perform, analyse and evaluate their performance, identify weaknesses, suggest causes and identify appropriate corrective measures.

COURSE DESCRIPTION:

The course aims for candidates to understand the principles underlying sport and physical education. Areas studied will include historical and cultural aspects, psychology, anatomy, biomechanics, physiology and skill acquisition. These principles will be applied during both theoretical and practical work. The ability to analyse as well as perform practically, will also be important. The ability to be able to perform, coach or officiate two sports to a high level is essential. Students should be regularly playing sport at club level or higher.

TEACHING STYLE:

The course will combine classroom study and practical activities. Students should be able to demonstrate good practical skills in Physical Education at school, particularly if they opt to be assessed practically.

FIELDWORK/COST INCURRED:

Students will require appropriate kit and we suggest that students purchase the recommended text book.



Thoroughly enjoyable – good rapport with staff and interesting topics covered.

Challenging and goes into much greater depth than I had realised.

The psychology of sport is very interesting and helpful.

(AS & A Level)

Examining Board: AQA

TYPE OF ASSESSMENT:

Various forms of assessment include written work, research and practical making. At AS there is a portfolio of coursework which incorporates a range of projects, and a final examination paper. At A2 there is a further coursework project and a final synoptic written examination, based on the two years' study.

COURSE DESCRIPTION:

An exciting course which enables students to develop their knowledge of textiles through fashion or interior design projects. The syllabus includes 20th century design, fibres and fabrics, including smart fabrics, dyes and printing techniques, industrial practice, commercial manufacture, pattern making. CAD/CAM and ICT systems are studied and examined.

Students are able to expand their knowledge and creative skills through practically based coursework.

TEACHING STYLE:

Students following this course must be genuinely interested and motivated, as a lot of material needs to be covered. Theory work includes individual research and investigative work, essays and student presentations. The practical element includes demonstrations, experiments and garment making.

FIELDWORK/COST INCURRED:

As students have the choice of style and materials used they can be as frugal or extravagant as their purse allows. There may be costs incurred from industrial education visits.



I have really enjoyed this course. I have learnt loads about fashion as well as learning useful construction techniques.

With the knowledge about fabrics and aftercare of products you can be like the style guru with your friends, and it's all quite relevant information for everyday life. You learn so much.

Textiles at A Level has helped me to excel in my practical work and theoretical work. Both will help me in choosing and caring for clothes and getting started at university.

Level 2 Courses (GCSE & BTEC)

The Access Course is designed for students who want to improve their Level 2 qualifications. Successful students will achieve the equivalent of six GCSE qualifications during Year 12 which will provide access to a wide range of further education opportunities or employment at the end of Year 12. This could include staying at St Bart's to study AS Levels or Level 3 BTEC courses.

Students need to be committed to the course and must have the determination and application to succeed. D grades or higher in at least four GCSEs are usually expected.

TYPE OF ASSESSMENT:

The assessment style on this course is significantly different to that experienced by many students at GCSE, with a greater emphasis on longer projects and studies, often produced in teams. There are no formal written examinations for the BTEC courses.

COURSE DESCRIPTION:

The course will consist of resit GCSE courses in English and Mathematics, and two BTEC First Certificates – Travel and Tourism, and Media Studies. Each BTEC First Certificate is worth the equivalent of two GCSEs at C grade or above. Details of each GCSE and BTEC course are given separately in the following pages.

TEACHING STYLE:

BTEC courses provide for a different style of teaching and learning. Whilst there is content to be delivered, it is applying skills to particular practical and vocational situations which will be the focus. These may depend upon student interest. Teachers will encourage students to develop the independent learning skills required for further study or employment at the end of Year 12.

In 2013 six students progressed from the Access Course to Level 3 courses at St Bart's. Others have moved onto Level 3 courses at other institutions.

FIELDWORK/COST INCURRED:

Some small costs for relevant visits may be incurred.



I have now got the qualifications to do my preferred course at college.

English Language

Examination: IGCSE Exam Board: OCR

If appropriate, students who sat GCSE English or English Language in Year 11 can resit the examination in November. Examining Body: AQA.

TYPE OF ASSESSMENT:

Reading passages exam worth, 40% of the marks

Coursework comprising three pieces, worth 40% of the marks.

Speaking and Listening, worth 20% of the marks

Grades G to A* can be obtained.

COURSE DESCRIPTION:

Students will prepare for a resit as appropriate until November. Students who are not doing the resit will improve their reading and writing skills. Following this, students complete three coursework assignments, each of 500-800 words. Exam preparation and preparation for the speaking and listening will then be completed.

FIELDWORK/COST INCURRED:

None.



The teachers are always helpful.

Mathematics

(GCSE)

Examining Board: Edexcel

TYPE OF ASSESSMENT:

Examinations in June.

COURSE DESCRIPTION:

This is a one year GCSE Mathematics course designed for Sixth Formers wishing to improve to a C grade at GCSE. It is compulsory for all students who did not achieve a C grade or higher in Year 11. There will be two exams in June covering Number, Algebra, Geometry and Statistics.

TEACHING STYLE:

The emphasis is on the application of mathematics to practical, everyday problems. Students who apply themselves well can usually improve on their Year 11 GCSE grade.

FIELDWORK/COST INCURRED:

None.



I used to struggle in maths. This year it has changed and I have built my skills up. *Abi*

My confidence has improved a lot this year. *James*

(BTEC Level 1 / Level 2 First Award)

TYPE OF ASSESSMENT:

Students will study four units: Digital Media Sectors and Audiences; Planning and Pitching a Digital Media Product; Digital Moving Image Production; Digital Publishing Production. Unit 1 (Digital Media Sectors and Audiences) is assessed by external examination. For the others, students produce a portfolio of work that is assessed by their teachers. The portfolio may include notes, photographs, essays, production logs, evaluations, recorded presentations, videos, blogs and much more.

COURSE DESCRIPTION:

The course is designed to give practical vocational experience in the field of Media, leading to a BTEC Level 1 / Level 2 First Award, equivalent to one GCSE.

Students will complete two projects, each one involving research, practical production and self-evaluation. Currently, the two projects taught are the MyVoice project, a factual production unit ending in students making and evaluating a short factual film; and a digital publishing project, linked to the students' documentaries.

Although no prior skills are required to enrol on this course, students who are computer literate will find the course considerably easier than those who are not. Students should also have some interest in the media or media production in order to get the most out of this unit.

As the name suggests, this course is for creative, hands-on people who are eager to get involved in media production. Units are organised around deadlines; it is essential that students do not fall behind as it may be extremely difficult to catch up missed work as well as staying on top of current units. This course has 120 guided learning hours, so students should expect to have five periods of BTEC Media per week.

TEACHING STYLE:

Students should expect to be doing a lot of independent work on this course. Research and production will require students to be organised, motivated and dedicated as they will be expected to undertake some tasks (like filming) without the supervision of a member of staff. At all times, students should expect to work in a professional environment, catching up on work that has been missed and meeting each of their deadlines.

The Media department has the highest standards and expects and demands only the best level of work from its students.

FIELDWORK/COST INCURRED:

There are no essential costs for this course, though we recommend students buy a data stick to carry their work around on.

(BTEC Level 2 – First Certificate)

Examining Board: Edexcel

TYPE OF ASSESSMENT:

2 core units (one external exam)
2 mandatory units (one external exam)
4 optional units

COURSE DESCRIPTION:

This is an exciting and challenging course which provides the opportunities for students to demonstrate their knowledge and understanding of business concepts and ideas through a hands-on approach. There are two compulsory core units. An example of this is unit 1 which concentrates on the types of tourism that exist, the development of the UK travel and tourism industry and the legislation and issues that have affected the industry.

Unit 2 develops an understanding of what the UK travel and tourism industry has to offer tourists. It enables students to identify and locate tourist destinations which meet the needs of different types of customers.

The optional units include International Tourism Destinations, Factors Affecting Worldwide Travel and The Travel and Tourism Customer Experience.

TEACHING STYLE:

A variety of appropriate teaching and learning styles are used. The theoretical issues will be teacher-led, but the focus is on student-centred learning. Students will be encouraged to use evidence in their work in a range of ways, through written reports, brochures and role plays. Students will be encouraged to use a range of sources including brochures, guide books, atlases and the Internet.

FIELDWORK/COST INCURRED:

Trips to local businesses. Although not necessary, it would be appropriate for students to have access to a PC at home.



Travel & Tourism has given me an insight into this line of work and I am thinking of pursuing a career in this industry.

Sixth Sense

Sixth Form Opportunities

2015 – 2016



Sixth Form Games

An important part of the life of a Sixth Former is the opportunity to join in the various sports available.

When do Sixth Form Games take place?

Wednesday afternoons: Period 5

What options are available?

Winter	Summer
Rugby	Tennis
Lacrosse	Rounders
Football	Softball
Tennis	Cricket
Netball	
Badminton/Basketball	
Dodgeball	

All absolutely free!

All activities are on site and make use of our fantastic sports facilities.

Do I have to be 'good' at an activity to be able to take part?

No – all activities are available for anyone and all abilities are very welcome. Sport is offered for team and recreational purposes.

What does a student get out of this?

It's a social occasion for many – an opportunity to meet other students in the Sixth Form. 'A Healthy Opportunity' offering light relief from studies.

How does the student get involved?

All Year 12 and 13 tutors will receive information at the beginning of each term outlining the activities involved and where students need to meet at what time for their chosen activity. There are also opportunities for students to participate in House sports competitions.

Eton Fives

Eton Fives is a rather unusual game! It is a version of handball played with two gloved hands in a stepped, three-walled court. On top of that there is no referee, although there is a buttress; you will have to go along to find out more about that.

At St Bart's you can learn to play the game with a qualified coach, during Friday periods 4 and 5, and if you wish, you can also teach the game to other younger students during Activity Time on Tuesdays and Thursdays.

Equestrian Club

St Bart's Equestrian Club offers opportunities to students from Year 7 to 13. Membership ranges from those who simply like to be around horses and want to learn more; to those skilled riders who contribute to the success of our school teams.

Novice riders, stable management courses, show jumping, dressage and cross country events take place throughout the year, as local events occur.

The club is an exciting and supportive group, which welcomes new members regardless of skill level or pony/horse ownership.

Look at the display boards in the Community Entrance corridor to find out more, then.....JOIN US!

Polo

Following the outstanding success of the school polo team in July 2007 in winning the Schools and Universities Polo Association Millfield Cup, and subsequently very strong performances at a local and national level; we have a very strong uptake in this equestrian discipline. We remain the only comprehensive in the UK to participate at this level.

You DO NOT NEED your own horse. We have an established relationship with the New Hampshire Polo School, this side of Winchester and approximately 20 minutes travel by car. We train on a weekly basis, in groups of six, as a maximum. The cost is heavily subsidised and there are opportunities to play in tournaments against other schools.

You could also learn to ride through this opportunity as you do not have to be able to ride to join in with the polo coaching! Contact Mrs Sims for further details.

The Combined Cadet Force

The aim is to provide an organisation within a school so that boys and girls may develop powers of leadership, self-discipline, responsibility, self-reliance, endurance, resourcefulness and perseverance through a wide variety of experiences and activities.

All cadets begin with basic training within the three services consisting of drill and inspection. Thereafter more specialisation occurs relevant to the individual service chosen but includes: map and compass, safe handling of weapons for target shooting, service knowledge, initiative exercises with opportunities to attend activities such as orienteering, shooting and obstacle courses. It is a uniformed organisation and dress and turn out are important, especially hair length for boys.

Royal Navy

Activities concerned mainly with water – sailing, wind-surfing, navigation, knots, etc.

Army

Land based activities including field craft, battle craft, skill at arms etc.

Royal Air Force

Concerned with flying and gliding, principles of flight, air navigation, aircraft recognition, etc.

Opportunities are available to all cadets to attend adventure training at weekends and during the Easter holiday. Activities include hill walking, climbing, abseiling, etc.

Much of the instructing is done by members of the Sixth Form who form a key part of the aims of the CCF. Newcomers are 'fast tracked' in order that they can join the team of NCO Instructors by specialising in certain activities.

There is also the possibility of taking the BTEC First Diploma in Public Services through involvement in CCF activities.

Finally, although the CCF is in no way a recruiting organisation, anyone thinking of a career in the armed services will benefit from joining the CCF in order to take advantage of the many opportunities available.

For more information feel free to speak to Mr Gregory.

Ten Tors

Organised by the MOD, this is open to some Youth Organisations. 2,400 youngsters take part every year in a hike across Dartmoor. The aim is to visit ten tors and students from the Sixth Form may walk 45 and 55 miles depending on age and previous experience!

Training starts in November and the event takes place in the second weekend of May. Approximate cost is £40-50 and all that is required is that the student is fit!

The aim is to give a sense of self reliance and students gain a great feeling of achievement.

Interested parties should speak to Mrs Scourfield in October/November of the autumn term. Information is posted on notice boards.

Far Frontiers

All students doing A Level Biology have the opportunity to participate in a field trip expedition to a tropical environment. Destinations have included Costa Rica, Borneo, Ecuador and Galapagos. These expeditions last for 2½ weeks and have involved studying tropical rainforest and marine environments as well as ecological issues and conservation practices.

Partner Ghana

In 2013-14 St Bart's established the foundations for a long-term partnership with Kyiase School in Ghana, West Africa. It is anticipated that Sixth Form students will take a leading role in collaboration between the two schools and we are intending to offer students the opportunity to visit Kyiase.

30 Creative Writing

Creative writing is a chance for students in the Sixth Form to express themselves, through prose or poetry, and at the same time, help inspire younger students: There are regular chances for students to lead workshops/sessions in aspects of creative writing that interest them in particular.

Debating Society

The Debating Society at St Bart's offers a wonderful opportunity for Sixth Form students to engage in lively and heated debate, amongst themselves and with the lower school. Sixth Formers can act as House Debating Captains in the Inter-House competition. The Sixth Form play a key role in the running of the society choosing topics, leading debate and adjudicating at the end. The level of debate is very high and engages all those involved. The atmosphere is inclusive and light hearted, bringing together people throughout the school in a lively and meaningful way. We are able to deal with controversial and serious topics, respectfully listening to others' arguments and building upon them. It is a stimulating club and the Sixth Form are playing an ever-increasing role in its running. There is also the possibility of taking part in county and nationwide competitions for debating and mock trials.

Drama at St Bart's

There are plenty of opportunities for theatrical productions at St Bartholomew's, which has one of the strongest Drama Departments in Berkshire.

Year 12 students are completely responsible for organising the House Plays which are produced using actors exclusively from Year 10. All aspects of the production are their responsibility including directing, producing, obtaining rights, costumes, lighting, make up etc.

The summer term sees the 'Expressive Arts Showcase' featuring the talents of Dancers, Actors, Musicians and Artists from St Bart's. Details will be appearing in tutor briefings. We are not just looking for performers, but the full range of backstage support as well.

St Bart's also takes part in external events such as drama competitions with other schools in the area. These will of course be of particular interest to students studying Drama at AS and A Level but are open to all students who may be keen.

The School productions involve students from all years and require technicians, constructors, designers and production crew as well as performers. Auditions will be at the beginning of July 2015.

For more detailed information please speak to Mrs Norris.

Dance

There are plenty of opportunities for students to get involved with dance in the Sixth Form. As well as the opportunity to take AS and A2 Dance, there are also extra-curricular activities to get involved with.

In the Spring term we will hold the St Bart's House Dance Competition and we will be looking to Sixth Form students to be Dance Captains for each House.

We currently run six dance clubs throughout the week after school and Sixth Formers are encouraged to take responsibility for running some of the clubs for our younger students.

There is also the opportunity to take part in theatre trips to see professional dance companies throughout the year.

For more detailed information, please speak to the Dance department.

Film Club

Sixth Form students meet once a week to watch and discuss a film. This is part of a national programme that is designed to extend students' experiences of film and we have a particular emphasis on 'World Cinema'.

Learn a new language

In the Sixth Form, students have the opportunity to try new languages, whether or not they are studying a language at A Level. At the moment, a beginners' Arabic class runs once a week. There is also a beginners' Chinese class.

Classes are free of charge, apart from the purchase of a text book (£15) and open to all Sixth Form students.

For further information, please contact Mrs Wood in the MFL department.

Enterprise

For those particularly interested in working with lower year groups, there are opportunities throughout the year, timetable permitting, for Sixth Formers to help with a variety of enterprise challenges.

Champions of Enterprise

This two-day event sees all Year 12 students working in teams to present a business plan, marketing plan and financial plan to a team of judges from local businesses. The winning team goes on to represent St Bart's in an area final.

Young Enterprise

This longer-term project involves interested Year 12 students setting up and running their own company for a year with help from local business experts. This is all absolutely genuine – a real company exists handling (and hopefully making) money, and buying, selling or manufacturing goods or services.

Each year we have two companies set up who compete against each other and against those from other schools. There is a strong record of success at local Young Enterprise fairs.

Please contact Mrs Seward for more details.



Teaching

'An opportunity to teach Enterprise Education to Primary School students'

This project sees a group of Year 12 students teaching Year 4 students at local primary schools for an hour a week for five weeks in the Spring term. Materials are provided and training is given. This is an excellent opportunity for any prospective teachers or youth workers, or for students who want to hone their presentation skills and work as a team in a very rewarding situation.

Leadership Opportunities

We pride ourselves on giving students chances to develop high quality leadership skills in a range of different areas and we are always privileged and delighted to see the confidence and enjoyment that so many of our Sixth Formers develop.

In the current Year 13 over 60% of students have been involved in at least one of the activities listed below – and this does not include those also leading in the CCF (see separate page).

School Officers

At Easter, members of Year 12 are invited to apply for positions as School Officers (they are also nominated by staff if modesty gets the better of them!). Interviews and further recommendations follow, leading to the appointment of a Head Girl and Head Boy, their deputies and around 30 other positions. The team of School Officers then take a leading role in all aspects of the Sixth Form and represent the school at public events.

House Captains are part of the team and work closely with Heads of House in organising and encouraging involvement in House events.

Subject Reps

Each Sixth Form subject has two 'Reps' who are responsible for promoting the subject across the school. Students can apply to be a Subject Rep at the end of Year 12. If successful, they will be expected, during their Year 13, to support the work of new Year 12 students, acting as a bridge between students and staff and helping students who may be struggling to come to terms with the step up from GCSE work.

Mentoring

Students in both Years 12 and 13 are invited to become involved in working with lower school students in three main areas: literacy, numeracy and anti-bullying. Teams of students are led by a pair of School Officers and receive appropriate training before starting their work.

The mentoring is rewarding to both the Sixth Form students and to those who are mentored, many of whom make remarkable progress as a result of the attention and guidance they are given.

Year 12 Council

A representative from each Year 12 tutor group form the Year 12 Council. This meets three or four times each term to discuss issues relating to the Sixth Form.

Local Projects/Charities

Through talks and regular advertising in Common Room areas, students are encouraged to become involved in local community work. We have particularly strong links with MENCAP, PALS and Millennium Volunteers.

Musical Opportunities

'House Music'

This is a major event in the school year. The House Music Captains, recruited from the Sixth Form by the House Heads and Music Department, form Choirs and Orchestras, select music, organise and conduct the rehearsals. We've had choirs of up to 120 strong and 40 piece orchestras taking part. The performance takes place over two evenings and is adjudicated by a professional musician.

'Senior Jazz Ensemble'

Open to all students above Grade V on an instrument who have a keen interest in Jazz, this group consistently provides an exceptionally high level of performance.

Please contact the Music Department if you are interested.

'Rock and Pop'

The Music Department is always keen to support music making in all its forms. Opportunities exist for student bands to rehearse in the Music Department when it is not being used for school commitments. It would also be possible to work in conjunction with our A Level Music Technology students on recording projects such as demo CDs, and in the past we have had bands approached by record labels with a view to releasing commercial recordings.

'Student Ensembles'

If you feel you would like to run a music enrichment activity for students within the school, staff in the department would try hard to support you. If there is a skill you could offer us, then please speak to us!

'Battle of the Bands'

A chance for students to organise and participate in this annual competition. Many Enterprise opportunities exist in this venture.

'Senior Vocal Group'

A chance for vocalists to prepare for performances throughout the year in a wide variety of musical styles. Concerts frequently happen at venues outside of school.

'Ad Hoc Baroque'

This orchestra rehearses for specific concerts, and can accommodate most instruments at different levels, so don't feel embarrassed about getting involved!

AS Level Subject Summary 2014

Subject Grade Analysis: Summer 2014 GCE AS

This details the number of each grade achieved in each KS5. It does not take into account the ability of each subject cohort, which can change from year to year.

Subject	Entries	Number of each grade					
		A	B	C	D	E	U
Art & Design (3510)	22	4	8	7	1	2	0
Art and Design (Graphics) (JA2)	10	5	2	2	7	0	0
Biology (1010)	48	14	6	5	11	7	5
Business Studies (3210)	30	5	7	6	7	4	1
Chemistry (1110)	34	11	7	6	3	2	5
Class. Civilisation (DB2B)	1	0	0	0	0	0	1
Classical Civilisation (6530)	22	2	6	11	1	2	0
Computer Studies/Computing (2610)	24	3	2	8	7	1	3
D&T Food Technology (9020)	14	2	5	1	3	3	0
D&T Product Design (9080)	2	0	1	1	0	0	0
D&T Textiles Technology (9050)	8	2	3	2	0	1	0
Dance (7230)	7	1	0	1	3	2	0
Drama (5210)	19	1	7	6	3	1	1
Economics (4410)	20	3	5	5	3	1	3
English Language & Literature (5010)	14	0	3	3	2	5	1
English Language (5030)	24	2	6	8	8	0	0
English Literature (5110)	34	3	5	8	7	8	3
Film Studies (5360)	18	0	6	7	5	0	0
French (5650)	6	5	1	0	0	0	0
Geography (3910)	18	8	1	2	5	1	1
German (5670)	11	1	5	3	2	0	0
History (4010)	74	11	26	18	9	10	0
Mathematics Further (2330)	4	0	1	2	1	0	0
Mathematics (2210)	75	36	13	16	4	4	2
Media Film and TV Studies (5350)	43	10	9	19	4	1	0
Music Technology (7040)	5	3	0	1	0	0	1
Music (7010)	3	1	1	0	1	0	0



AS Level Subject Summary 2014 continued

Subject	Entries	Number of each grade					
		A	B	C	D	E	U
Physics (1210)	27	6	5	6	2	4	4
Polish (FKo)	1	1	0	0	0	0	0
Politics (4830)	17	3	5	5	1	2	1
Psychology (4850)	75	7	13	13	20	5	17
Religious Studies (4610)	58	16	8	12	7	10	5
Russian (FKR)	1	1	0	0	0	0	0
Sociology (4890)	36	11	9	10	3	2	1
Spanish (5750)	13	2	5	5	1	0	0
Sport / PE Studies (7210)	10	1	3	1	3	2	0
Subject	Entries	A	B	C	D	E	U
Total number of grades	1005	184	202	224	169	118	108
Total % of grades		18.3	20.1	22.3	16.8	11.7	10.7
Cumulative % of grades		18.3	38.4	60.7	77.5	89.3	100.0

A Level Subject Summary 2014

Subject Grade Analysis: Summer 2014 GCE Advanced

This details the number of each grade achieved in each KS5. It does not take into account the ability of each subject cohort, which can change from year to year.

Subject	Entries	Number of each grade						
		A*	A	B	C	D	E	U
Art & Design Graphics (3550)	9	1	4	0	2	2	0	0
Art and Design (3510)	12	1	0	5	4	0	2	0
Biology (1010)	45	6	9	7	13	6	4	0
Business Studies (3210)	9	0	1	3	4	1	0	0
Chemistry (1110)	35	1	12	5	9	3	4	1
Classical Civilisation (6530)	11	1	2	4	3	1	0	0
Computer Studies / Computing (2610)	11	0	3	1	4	1	2	0
D&T Food Technology (9020)	5	0	0	1	3	1	0	0
D&T Textiles Technology (9050)	6	0	1	3	2	0	0	0
Dance (7230)	5	0	0	2	1	1	1	0
Drama (5210)	10	0	0	2	5	3	0	0
Economics (4410)	17	0	3	4	3	3	3	1
English Language and Literature (5010)	5	0	0	1	1	3	0	0
English Language (5030)	23	0	0	4	14	5	0	0
English Literature (5110)	23	5	5	3	8	2	0	0
Film Studies (5360)	14	0	0	4	8	2	0	0
French (5650)	6	1	3	2	0	0	0	0
Geography (3910)	18	0	6	4	4	3	1	0
German (5670)	4	0	1	1	1	1	0	0
History (4010)	45	0	5	23	13	3	1	0
Mathematics Further (2330)	17	2	4	6	4	0	1	0
Mathematics (2210)	57	14	18	8	10	5	2	0
Media Film and TV Studies (5350)	19	1	2	10	6	0	0	0
Music Technology (7040)	6	0	0	1	1	4	0	0
Music (7010)	1	0	0	0	0	1	0	0



Subject	Entries	Number of each grade						
		A*	A	B	C	D	E	U
Physics (1210)	20	1	3	10	1	1	3	1
Polish (6070)	2	0	2	0	0	0	0	0
Politics (4830)	6	0	1	1	4	0	0	0
Psychology (4850)	58	0	4	20	11	13	8	2
Religious Studies (4610)	8	0	1	3	1	0	2	1
Russian (6090)	1	0	1	0	0	0	0	0
Sociology (4890)	29	0	4	11	5	7	2	0
Spanish (5750)	5	0	0	3	2	0	0	0
Sport / PE Studies (7210)	10	0	1	3	2	3	1	0

Subject	Entries	A*	A	B	C	D	E	U
Total number of grades	553	34	95	156	150	75	37	6
Total % of grades		6.1	17.2	28.2	27.1	13.6	6.7	1.1
Cumulative % of grades		6.1	23.3	51.5	78.7	92.2	98.9	100.0

Subject (BTEC L3)	Entries	D*	D	M	P
Sport (XA886)	5	1	1	2	1
Applied Science (VU120)	8	1	3	1	0
Health and Social Care (NF324)	10	4	5	1	0
IT (QCF)	1	0	0	0	1
Business (JR284)	3	1	2	0	0

Subject	Entries	D*	D	M	P
Total number of grades	27	7	11	6	3
Total % of grades		25.9	40.7	22.2	11.1
Cumulative % of grades		25.9	66.7	88.9	100.0

Subject	Entries	A*	A	B	C	D	E	U
Extended Project	17	1	5	5	5	0	1	0

Application Form Sixth Form September 2015

Return this form to Mr A Robbins, Head of Sixth Form, by 13 February 2015

St Bartholomew's School

Andover Road, Newbury, Berkshire, RG14 6JP

Telephone: 01635 576368

Email: sixthform@stbarts.co.uk



Sixth Form Application Form for September 2015

Applicant details:

Surname	Forenames
Date of Birth	Male <input type="checkbox"/> Female <input type="checkbox"/> (tick as appropriate)
Address	
Postcode	
Home Telephone No	Mobile No
Email (please print clearly)	

Parent/Guardian Details:

Name	Relationship to Applicant
Address (if different to that of applicant)	
Postcode	
Parent/Guardian Email	Parent/Guardian Telephone No

Education:

Do you currently attend St Bartholomew's School? Yes No

If **Yes**, please state current Tutor Group

If **No**, please give name and address of current school and dates attended

Do you currently have siblings at St Bart's? Yes No

Qualifications:

Please list all qualifications for which you are currently studying, with your teachers' predicted grades (P) and those already held with actual grades (A). Make sure you include all your subjects. Please identify any short course with (Sc) and any double awards with (Dbl).

GCSE	P	A	Additional GCSE Subjects	P	A	Additional GCSE Subjects	P	A
English Language								
English Literature								
Mathematics								
Core Science								
Additional Science								



Courses: Write the name of the courses which you would like to study in priority order:

1

2

3

4

Career/Higher Education plans: Give below any plans you currently have for your future career or Higher Education studies

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Subject Choices: Briefly explain the thinking behind your subject choices (maximum 100 words)

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Extra Curricular Interests: What do you do outside school lessons? What would you like to be involved in? Do you have any other information to support your application e.g. achievements, responsibilities?

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Please indicate whether you definitely wish to attend St Bartholomew's, or if you are considering other options.

Definite **Uncertain**

Signature of Applicant	Date
------------------------	------

Signature of Parent/Guardian	Date
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Return this form to Mr A Robbins, Head of Sixth Form, by 13 February 2015

Late applications will be accepted. However, priority for courses and course combinations will be given to those who meet the deadline.

Additional copies of this form can be requested from school or are available on the Sixth Form page of the school website; www.stbarts.co.uk

SCHOOL USE:

Application received: Date

Interview offered: Date	Time	With
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Place offered: Yes <input type="checkbox"/> No <input type="checkbox"/> Options <input type="checkbox"/> Letter <input type="checkbox"/> XLSpreadsheet <input type="checkbox"/> (ext) Reference <input type="checkbox"/> (ext) Pre-Adm <input type="checkbox"/>
--

Tutor Group:

St Bartholomew's School
Andover Road, Newbury, Berkshire RG14 6JP

General enquiries: 01635 521255
Sixth Form enquiries: 01635 576368

e: sixthform@stbarts.co.uk
www.stbarts.co.uk

