

St Thomas More

Sixth Form

Prospectus for 2025 Entry



WELCOME TO ST THOMAS MORE'S SIXTH FORM

Our Sixth Form, as with the rest of the school, is built on Christian Values that are lived out daily and inspire the warmth, kindness and happiness that are such an obvious characteristic of the school.

I am delighted that you are considering continuing your education with us here at St Thomas More.

Having worked closely with our students over the years; and as we develop an even stronger bond as we see our young people through the challenges of the Year 11 exams; we are in a unique position to continue an already solid partnership. We also extend a very warm welcome to students joining us from other settings; we are confident that you will quickly feel happy and settled within our school and will flourish academically and socially.

One of the areas that we have focussed on recently has been the transition process from Year 11 into the post-16 environment. Whether this is from our own school or another local school, we are confident that we can build on the strengths students have already developed while supporting them to be effective learners in the 6th form setting.

Our track record of results is excellent, but above all, virtually every student who left our Sixth Form in 2024 had the grades they required to move onto their preferred next stage - whether that was university, apprenticeship or employment.

A major strength of our Sixth Form provision is the care and guidance that we give our young people. We believe that first class pastoral care, and continuing to instil in our students the values that are such an important cornerstone of the whole school, is vital to enable our Sixth Formers to succeed.

We are blessed to have a high-quality team of committed and gifted teachers and support staff; the relationships they build with our Sixth Formers is vital in enabling everyone to achieve to their full potential. We have very high expectations and insist upon impeccable standards of conduct. Our students are required to dress appropriately, be polite and courteous, and be prepared to engage fully in their learning.

Our Sixth Form is a vibrant, well-ordered and friendly environment. Our students are happy and confident; our staff are experts in their field. Together we work hard to make St Thomas More a truly excellent choice for the next stage in your educational journey.

Martin Bonner

Head Teacher



WELCOME TO YOUR FUTURE AT ST THOMAS MORE

We prize and celebrate our Sixth Form Leaders. We believe in your gifts, values and talents and we have much to look forward to with you as a central part of our community. You will stand out as an individual in our Sixth Form with smaller class sizes and personalised tailored support for your learning and future pathways.

St Thomas More Sixth Form prides itself on offering a wide range of academic, vocational and extra-curricular opportunities for all its students. Appropriate programmes are designed for students in consultation with tutors and careers staff. Teaching and learning is good, with access to a supervised study centre to smooth the transition to level 3 studies and mentoring students on how to make use of their supervised study time. Most students study three level 3 courses, encompassing a range of A Level and BTEC courses.

We encourage students to complement academic studies with a well-rounded programme of extra-curricular activities, from volunteering to sporting activities - this is called "Give Back, Get Back". Many of our enrichment activities allow students to gain experience of their chosen careers or pathways and develop solid transferable leadership skills. Many opportunities embed our school ethos of care and compassion and to give something back to our local community. Being part of the secondary school allows students to also take on school leadership opportunities supporting younger students in the school using their Sixth Form role model status. All students will also see their tutor once per day, this allows for thorough pastoral care, support and challenge depending on the needs of every one of our students.

We offer a bursary support programme to students from lower income families to support with public transport to school, books, resources and out of school excursions. Through partnerships with the Connolly Foundation and the Harpur Trust, we are able to offer University bursaries for outstanding academic performance, commitment to the life of the school and to support students where financial considerations maybe an obstacle to University study.

Students leave our sixth form with an academic and skills profile to transition onto their next destination successfully and, as a well-rounded citizen. In the past three years alone, we have had successful entries to Oxford, Cambridge, and Medicine and a good level of successful entries to Russell Group Universities. Our tailored apprenticeship programme allows students to access local level 3 apprenticeships as well as the more competitive degree apprenticeships.

To achieve our high standards, the school expects a high degree of commitment from its students. In exchange, the students should feel an entitlement to high standards from the school. This forms the basis of a successful relationship between students and the school. We look forward to welcoming you to our Sixth Form.

Kirsten Bernard

Director of Sixth Form





SIXTH FORM

At St Thomas More we believe that our Sixth Form offers a supportive, high quality caring, Christian environment.

We aim to provide a stable community and make every attempt to encourage all our students to reach their potential.

We seek to build excellent relationships between staff and students based on mutual respect and understanding.

We offer a wide range of subjects and take time to guide students into the appropriate combination of courses. We have high expectations and many of our students continue their education to University level.

We recognise that Sixth Form is an important stage in a student's life and we therefore offer many opportunities for the development of personal qualities and interpersonal skills through a varied enrichment programme.

We encourage a happy, purposeful atmosphere and hope our students find their time in the Sixth Form enjoyable, educationally challenging and profitable in many ways.

The Sixth Form environment is characterised by its sense of community and its individual care, guidance and support.

Our Sixth Form Offers

A caring Catholic community with excellent relationships, guidance and support

Relatively small teaching groups that promote good learning environments

Well qualified, experienced and committed teachers

A good choice of courses to meet student needs and career goals

Many opportunities to develop personal qualities, and interpersonal skills

Opportunities to contribute to wider community through a Programme of Community Service

Honest, objective advice, always given in the best interests of the individual student

A very high level of success in University entrance, Degree and Level 3 apprenticeships and career progression

Financial support through a Bursary is available both in Sixth Form and onwards to University (subject to eligibility)

Careers talks, visits and fairs to raise aspiration and engagement

A supervised Sixth Form Centre to smooth the transition to Post 16 studies and support with future pathways



OUR SIXTH FORM CURRICULUM

The Sixth Form curriculum is designed to accommodate a wide variety of students' needs.

The aim is that all students should select a course of study that will enable them to progress. Access to the appropriate Sixth Form courses is based on points accrued from GCSE grades and on individual departmental entry criteria. The curriculum is designed to develop students' abilities to the full.

Students may embark on KS5 courses either in a vast range of traditional subjects or in vocational subjects and BTEC courses, or a combination of both, as well as the Extended Project. In exceptional circumstances, to facilitate our Gifted and Talented students, some students may follow additional courses.

In the Sixth Form students are encouraged to take greater responsibility for their own work and learning in the technology rich Learning Centre specially designed for the Sixth Form students. They are encouraged to organise their own time in order to meet deadlines. An element of independent study time is built into every student's timetable. During this time students are expected to work in the newly refurbished leadership centre, specifically designed for Sixth Formers.

Personal, Social and Health Education Work from the main school programme is extended, developing themes to include Higher Education applications and careers education. In essence, the focus of the programme is about the development of personal and social effectiveness.

Students are encouraged to become involved in a variety of ways in supporting both the school and wider community, such as undertaking a Sports Leader's qualification, participating in Young Enterprise, Faith Ambassadors and Peer Mentors supporting individual departments or undertaking Community Service through volunteering or work experience in the community.



Mission Statement

Our Mission as a school means that we are determined to create 'outstanding leaders' to shape our local and global community. Our contract to you focuses on the pursuit of excellence, it is our challenge to enable you to achieve your potential and beyond.

'PRIMUS SERVUS DEI'

Our school is a community where we strive to

- Ensure that Faith is lived, learned and celebrated
- Create exciting learning which enables all to experience fullness of life
- Nurture the unique, prize the diverse and enjoy equality
- Inspire, challenge and support one another as we journey together
- Be a witness to the truth of Christ as we work with our wider community
- Value and celebrate the achievements of all

Our students say...

"The support is incredible and the community at STM is truly unbeatable. The sixth form is like one big family allowing for a real sense of encouragement from peers and staff."

Our students say...

The staff are very involved and are genuinely interested in helping students succeed



The Sixth Form Team

Mrs K Bernard	Director of Sixth Form	kbernard@stm.beds.olicatschools.org
Mr A Winfield	Head of Year 12	awinfield@stm.beds.olicatschools.org
Miss S Burns	Sixth Form Centre Manager	sburns@stm.beds.olicatschools.org
Mrs R Thompson	Post 16 Admin/Careers Advisor	rthompson@stm.beds.olicatschools.org

Tutors will be allocated on enrolment to Sixth Form

If you have any questions please feel free to contact any member of our team, by telephone or by email.

Why St Thomas More Sixth Form?

- You know the school systems and staff, and they know you. Familiarity will help you to settle more quickly and enable you to reach your full potential
- St Thomas More is a Catholic community where prayer, justice, leadership and a deep care for others is at the heart of what we do
- You will have daily contact with a Form Tutor who will be available to help and advise you with your choices alongside the Sixth Form Team. This continuity of approach makes this environment a very secure one for students
- You will be taught in relatively small groups for your subjects. This will allow closer contact with teaching staff and a great chance for guidance and support
- You will receive guidance from a range of different professionals and experts throughout the decision making process when you select your courses
- Extra time in the safe environment of the school will allow you to mature and develop personal and leadership skills that will be invaluable in adult life
- You will have the opportunity to develop your leadership role within the school. This takes many forms but includes: Head Boy / Girl and Deputy Head Boy / Girl, Paid Duty Supervisors, organising school events, acting as guides on Open Evenings, organising Sixth Form social events, volunteer work, sports leadership, Tycoon Enterprise, numeracy leaders, literacy leaders and many, many more
- Post 16 study is different to studying for your GCSE's. You have access to a fully equipped Sixth Form Leadership and Learning Centre with full time Student Support Staff. This will aid your transition to post 16 studies
- We are small enough to tailor personalised support in future destinations for onward university, apprenticeship or employment applications
- A range of bursaries available for onward higher education study through the Harpur Trust and The Connolly Foundation
- See, Judge, Act is a sixth form enrichment programme which provides opportunities for students to develop skills and confidence in themselves so that they can better find their place in society and be agents of change for the future of our world. There are 6 modules called: Me, Myself and I, Law, politics and world issues, Testimonies of faith and spirituality, Teaching others, Charity work and Leadership and Ethics. For each of these modules there will be an element of learning about something new, evaluating and exploring the topic in more depth and finally completing some form of action to develop skills, confidence and work for other people. Ultimately, this course helps ensure St Thomas More Sixth form provides more than academic opportunities and makes our students stand out ready for their next step in their life journey.

Our students say...

"I came from another school after starting at a different 6th form. I felt nervous at being the new girl. Students were friendly, helpful and I quickly made lifelong friends. Thank you to STM for creating this kind of environment where I could find friends easily and access my teachers outside of my lessons when I struggled"



Destinations

We will help you get to where you want to go

We support our students with different opportunities to explore and access different pathways. We run visits to University open days, University subject challenges and apprenticeship events.

Some students follow the University route, some go into employment and others access level 3 or degree apprenticeships.

In the last two years, students have accessed degree apprenticeships at Airbus, Mazars, MH Accounting, Easyjet, Tui and the NHS.

2024 Leavers Courses:

Accounting and Finance
Acting and Performance
Animal Science
Architectural Engineering
Biological Sciences
Biomedical Engineering
Biomedical Science
Computer Science
Economics
Education
Engineering
Environmental Science
Film and Media
Interior Design
International Business Management
Law
Marketing with Advertising Management
Medicine
Nursing
Pharmacology
Physics
Politics and International Relations
Product Design and Innovation
Psychology
Sociology with Criminology
Sport and Exercise Science
Urban and Environmental Planning
Zoology with Marine Zoology



Ofsted October 2023

"Most students in the sixth form achieve the grades they require to follow their chosen pathway. The majority choose to go on to university."

16-19 Bursary Information

The 16 to 19 Bursary Fund is a new scheme to help young people facing financial hardship to stay in full-time education. The scheme is made up of two parts:

- Those most in need will be eligible for a **full bursary** of £1,200 a year. This includes young people in care, care leavers, young people receiving income support, and disabled young people receiving both Employment Support Allowance and Disability Living Allowance. This bursary is referred to as the **'full' bursary**
- Other students who need financial support to help them to stay in education or training may also be able to claim a bursary to help with costs of transport, food, equipment or other course-related costs. This bursary is referred to as a **'discretionary' bursary**

Eligibility for a Bursary

Priority 1- For the **full bursary**, a student must meet one of the following criteria by being a:

- Young person in care or care leaver
- Young person receiving income support
- Disabled young person receiving both Employment Support Allowance and Disability Living Allowance.

Priority 2- For the **discretionary bursary**, a student must be one whose parents or carers are in receipt of:

- Income support
- Income based Jobseeker's Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit/Child Tax Credit and/or Working Tax Credit and whose total annual household income is less than or equal to £30,000
- Guaranteed element of State Pension Credit

Or as a student:

- Being in receipt of Free School Meals
- Who has a long term medical condition that can affect their studies and meets the discretionary criteria



Priority 3- For the **one off payment** (examples; bus pass, exam re-sit fee, educational resources)

- This is for those students who are experiencing sudden and exceptional change in financial circumstances and do not qualify for the other two bursaries.
- There is an application form to be completed outlining what the need is and why the need has occurred.

Applications & Deadlines

- The application process will be open in September 2025.

Our students say...
"All the teachers genuinely care"

Experience More



Application Process

Internal Applicants

External Applicants

1

Talk to your teachers alongside attending our 6th Form open evening on **Thursday 10th October 6-8pm**

Attend our 6th Form open evening on **Thursday 10th October 6-8pm**

2

Complete your application on our website

3

You will be taken out of a lesson to be interviewed by a senior leader to assess reasons for your subject choices and for you to ask any questions

Our 6th form team will be in contact with you to arrange an interview after school to suit you. You will be interviewed by a member of the 6th form team and a reference from your current school will be requested

4

Offers will be made by email, please confirm your place

5

Attend Induction Day in June once communicated

6

GCSE Results Day- Enrolments take place throughout the morning

GCSE Results Day- please bring a copy of your results to St Thomas More from 12-2pm



Course Options 2025

All students will take **three** two year courses (BTEC and/or A Levels)

+ A 4th subject, equivalent to an AS Level can be taken in EPQ or Sports Leadership

+ GCSE Maths OR GCSE English for any students who have not yet achieved grade 4 at GCSE.

A compulsory curriculum for all 6th form includes:

- PSHE
- See, Judge, Act programme
- Supervised Study periods
- At least one enrichment activity

Option 1	Option 2	Option 3	Option 4	Option 5
Film Studies	Italian	Art	Biology	Mathematics
Double BTEC Business	Computer Science	Sociology	Single BTEC Business	Double BTEC Health & Social Care
French	History	Chemistry	Media	BTEC ICT
Single BTEC Health & Social Care	Textiles	Business	Religious Studies	BTEC Sport
Psychology	BTEC Travel and Tourism	Drama	BTEC Applied Science	English Literature
Geography		Product Design	Physics	English Language
		Polish		
EPQ	EPQ	Sports Leadership		EPQ
Resit English	Resit English	Resit Maths		Resit Maths

• Only one subject can be picked per option column

• Please note that courses will only run with sufficient numbers

• Options columns are subject to change based on the feedback we gain from our application form

Use the totaliser on the next page to make sure you meet the entry requirements for our Sixth Form.

Our Head Girl said...
"There was never a doubt in my mind about attending STM 6th form, it has always been the right place for me but I could never have imagined how rewarding these quick two years have been. The family we have here is something you won't find anywhere else, it is truly something special."



Post 16 Entry Requirements (totaliser)

GCSE Number	Vocational Courses	Points
9		9
8		8
7	D*	7
6	D	6
5	M	5
4	P	4
3		3
2		2
1		1

Use your results to calculate the best 8 grades
(in rank order highest – lowest)



Subject	Points
1 English Language	
2 Mathematics	
3	
4	
5	
6	
7	
8	
Total number of points	=

Point Score	Likely Pathway Post 16
40+	Blended Pathway: A Levels and /or BTECs
32-39	BTEC Level 3 only
< 32	College / Apprenticeship

Subjects where you should have a minimum of a grade 5 in English	Subjects where you should have a minimum grade 5 in Maths	Subjects where you should have a minimum grade 7 in Maths
Art	Business	Maths
Biology	Geography	
Business	Psychology	
English Language and English Literature	Biology (on Maths higher paper plus a 6 in Science)	
Drama	Subjects where you should have minimum grade 6 in Maths	
Media	Chemistry (plus a 6 in Science)	
Geography	Physics (plus a 6 in Science)	
History		
Sociology		
Religious Studies		

BTEC Applied Science

Exam Board: Pearson

Head of Department: A Cropley

Why Study BTEC Applied Science?

If you enjoy Science and would like to continue studying it without specializing in one particular area then this course would suit you. It involves developing more practical employable skills such as communication, organisation, independent working and time management. The 2 year course is the equivalent of one A Level in Applied Science and carries the same UCAS points as an A Level qualification.

Course Content:

- Fundamentals of Science
- Scientific Practical Techniques
- Science Investigation Skills
- The Physiology of Human Body Systems

Assessment:

25% of the course is externally assessed by an exam.

37.5% of the course is assessed internally by your teachers through your written portfolio

37.5% if the course is externally assessed based on practical tasks set by the exam board and carried out in lessons

Future Uses:

The Level 3 BTEC Extended Certificate in Applied Science is equivalent to one A level and along with your other A levels it will allow you to progress into higher education. As a recognised course you could also progress straight into employment or training. There are a wide variety of science related careers that you could explore for example: medical laboratory assistant, chemist, chemical plant process worker or laboratory technician.

Further Course Information:

Please see Mrs Maddams



Art, Craft and Design / Photography

Exam Board: OCR

A Level

Head of Department: K Arakelian

Why Study Art and Design?

This is an Advanced level Art & Design course offering Art, Craft and Design or Photography. This course is looked upon favourably by universities looking for students with a combination of academic and creative studies. The course is individually tailored, allowing each student to create a personal investigation project and written study based upon their specific interests.

To be successful in either subject, students must be highly enthusiastic and passionate about using visual language to sensitively and thoughtfully extend their own and others' ways of seeing the world. It is important to be highly motivated, organised and an independent learner.

Course Content:

Work produced for this specification will demonstrate the use of theoretical understanding and creative practical skills, giving visual form to individual thoughts, feelings, observations and ideas.

In Year 12, students are given set projects to complete, but during each project, once the initial teaching input of practical demonstration and critical references is completed, the teaching largely becomes tutorial in style. This means that students work independently in lessons and discuss their work with staff on an individual basis as it progresses. During, and at the end of each project, there are group critiques where all students will be expected to talk about their work and comment on the work of other students.

Students are expected to spend AT LEAST 3 or 4 of their independent study sessions a fortnight, working on their project work in the art department.

Art, Craft & Design disciplines include painting and drawing, printmaking, sculpture and alternative media, allowing students to specialise in non-traditional media should they wish, and to specialise in more than one area. All students, including Photography students will be expected to use a form of drawing to record their ideas.

Course Preparation – you will need...

- A full set of quality drawing equipment i.e. A selection of drawing pencils and pens. Equipment for the presentation of work (such as specialist paint pens). For those taking Art, Craft and Design, we also recommend a set of good quality coloured pencils, acrylic paints, and good quality paint brushes.
- All students should have access to use of a digital compact (or DSLR) camera, or very good quality camera phone (this is essential for those opting for Photography).
- An A4 hardback artist's sketchbook or display book
- An ability and willingness to travel to project-enriching locations – this could be a local gallery or exhibition in London, a museum or local landmark.

Assessment:

60% Personal Investigation (coursework) comprising of project work, practical outcomes and a critical essay.

40% Externally Set Task (exam project) including project work and practical outcomes produced in exam conditions.

Entry Requirements:

The course is suitable for visually creative and imaginative students who have been previously successful in GCSE Art & Design or Photography and achieved a grade 5 or above. A GCSE grade 5 or above in English is also recommended in order to complete the critical essay element of this course.



Biology A Level

Exam Board: AQA

Head of Department: A Cropley

Why Study Biology?

A Level Biology is a challenging, rewarding course that helps students to develop skills and knowledge. It builds on the concepts and skills developed in the GCSE. It links well with many other subjects such as Chemistry, Psychology, Sport, Geology and Geography.

Course Content

The first year of the course covers topics linked to biological molecules, cells, how organisms exchange substances with their environment, genetic information, variation and relationships between organisms. The second year of the course builds on this and covers energy transfers between organisms, how organisms respond to changes in their internal and external environments, the control of gene expression, populations, evolution and ecosystems.

Assessment:

Biology is assessed by three two hour papers. One covering the first year content, one the second year content and one covering the content from the whole course of the two years. The questions consist of a mix of short answer questions, comprehension questions and extended response questions. There is also an essay on the final third paper.

There is no coursework for this subject. Instead, there are 12 practical tasks that are completed during the course. Students are assessed on their ability to complete these independently throughout the course. Students will then gain a practical endorsement pass on their A-level certificate to show they are competent in practical work. These practical skills and content can then be questioned in the written exams. The practical tasks allow students to use various techniques and specialised equipment, including dissections.

Future Uses:

Biology can lead on to a number of different courses as it demonstrates higher thinking skills and excellent analytical skills. Students who take A-level Biology go on to study a range of courses including Medicine, Veterinary Science, Sports Science, Forensic Science, Archaeology, Food Science, Nutrition, Dentistry, Marine Biology, Zoology, Pharmacy, Physiotherapy and many more. Alternatively, many students take Biology to broaden their subject choices or just because they enjoy it!

Further Course Information:

See Mr Cropley or Mrs Bonham.

The course content can also be looked at in more detail by using the AQA website at <http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>



Business Studies A Level

Exam Board: Edexcel

Head of Department: S Ram

Why Study Business Studies?

- Dynamic and engaging Content
- Models, theories and techniques used to support analysis of contemporary business issues and situations
- Modern topics such as digital technology, business ethics and globalisation
- Real-life skills to aid further study and employment
- Business knowledge
- Skills needed to analyse data
- Critical thinking about issues
- Make informed decisions

Course Content:

Theme 1: Marketing and people

Students will develop an understanding of; meeting customer needs, the market, marketing mix and strategy, managing people, entrepreneurs and leaders.

Theme 2: Managing business activities

Students will develop an understanding of; raising finance, financial planning, managing finance, resource management and external influences.

Theme 3: Business decisions and strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of, business objectives and strategy, business growth, decision-making techniques, influences on business decisions, assessing competitiveness and managing change.

Theme 4: Global business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of; globalisation, global markets and business expansion, global marketing, global industries and companies (multinational corporations).

Assessment:

Written examinations comprising shorter answer questions, essay questions and questions involving data response stimuli and case studies.

There are 3 papers – Paper 1 – Themes 1 + 4 Paper 2 – Themes 2 + 3 Paper 3 is holistic across all the themes.

Future Uses:

*Further/Higher Education courses
Employment in the business sector

Further Course Information:

See Ms Ram SRam@stm.beds.olicatschools.org
<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html>



BTEC Business Studies (Single/Double)

Exam Board: Edexcel

Head of Department: S Ram

Why Study BTEC Business Studies?

The main purpose of this qualification is to allow the learners to develop the core specialist knowledge, understanding and skills, including the business environment and marketing, required by the sector. It also provides a well-established route into a variety of specialist Higher Education courses and is fully recognised by Universities.

Course Content:

We offer the Single Extended Certificate (equivalent to 1 A Level) and Double Diploma (equivalent to 2 A Levels). The additional units for the double award are in green

YEAR 12

Unit 1: Exploring Business (90 guided learning hours)

In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

Unit 2: Developing a Marketing Campaign (90 guided learning hours)

In this unit learners will gain skills relating to and an understanding of how a marketing campaign is developed.

Unit 4: Managing an Event (90 guided learning hours)

Learners will work as part of a small group to plan, coordinate and manage a business or social enterprise event and evaluate the skills gained.

Unit 8: Recruitment and selection Process (60 guided learning hours)

Learners explore how the recruitment process is carried out in a business. The unit gives them the opportunity to participate in selection interviews and review their performance.

YEAR 13 (teaching will begin towards the end of Year 12)

Unit 3: Personal and Business Finance (120 guided learning hours)

Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.

Unit 5: International Business (90 guided learning hours)

Learners study how UK businesses develop strategies to trade globally. Learners will also consider the factors that influence the implementation of these strategies.

Unit 6: Principles of Management (120 guided learning hours)

This unit enables learners to understand how the role of management and leadership in the workplace contributes towards business success.

Unit 14: Investigating Customer Service (60 guided learning hours)

In this unit learners explore how effective Customer service contributes to business success and investigate the methods used to improve customer service in a business. They will demonstrate Customer Service in different situations, using appropriate behaviours to meet expectations

Assessment:

Unit 1: Assignment - Set and marked internally

Unit 2: Task - Set and marked by Pearson

Unit 3: Written Exam - Set and marked by Pearson

Unit 4: Assignment - Set and marked internally

Unit 5: Assignment - Set and marked internally

Unit 6: Task - Set and marked by Pearson

Unit 8: Assignment - Set and marked internally

Unit 14: Assignment - Set and marked internally

Further Course Information:

Please contact Ms Ram SRam@stm.beds.olicatschools.org

· Please watch the video located at :

https://www.youtube.com/watch?v=jbM4a_4aSYo



Chemistry A Level

Exam Board: AQA

Head of Department: A Cropley

Why Study Chemistry?

A broadly practical approach is used to teach this subject. Students will spend much of their time carrying out practical work in the laboratory. Throughout the course, the wider applications of Chemistry will be explored and issues of an environmental, spiritual, moral, ethical, social and cultural nature will be considered.

Course Content:

Year 1

Physical Chemistry- atomic structure, amount of substance, bonding, energetics, kinetics, equilibria and redox reactions.

Inorganic Chemistry- periodicity, group 2 and 7.

Organic Chemistry- alkanes, alkenes, halo alkanes and alcohols.

Year 2

Physical Chemistry- all Year 1 content plus thermodynamics, rate equations, equilibrium, acids and bases and electrode potentials.

Inorganic Chemistry- all Year 1 content plus transition metals and reaction of ions.

Organic Chemistry- all Year 1 content plus optical isomerism, aldehydes, ketones, carboxylic acids, amino acids, amines, organic synthesis and spectroscopy.

There is no coursework for this subject. Instead, there are a set number of compulsory practical activities to be completed during the course. These develop skills in the use of a wide range of experimental and practical instruments, equipment and techniques, including titrations, distillation and thin-layer chromatography. Students are assessed on their ability to complete these tasks independently throughout the course. Students will then gain a practical endorsement pass on their A-level certificate to show they are competent in practical work. These are then asked about in the exams.

Assessment:

Chemistry is assessed by three two hour papers. The questions consist of a mix of multiple choice questions, short and long answer questions testing knowledge of the specification, data analysis and practical techniques.

Future Uses:

Chemistry can lead on to a number of different courses as it demonstrates higher thinking skills and excellent analytical skills. Students who take A-level Chemistry go on to study a range of courses including Medicine, Veterinary Science, Dentistry, Biochemistry, Biomedical Science and Pharmacy.

Further Course Information:

See Dr Ragni or Mrs Maddams. The course content can also be looked at in more detail by searching on the AQA website.



Computer Science A Level

Exam Board: OCR

Head of Department: T Treliving Lead Teacher: R Rafiq

Course Overview

A level Computer Science offers you a combination of coursework and externally assessed units. This course will enable you to develop your technical ability in analysing problems and finding creative solutions, using Computational Thinking. This A level will also enable you to apply fundamental principles of Computer Science developing the ability to apply them in real-life contexts.

This is the ideal course for students who have studied GCSE Computer Science and/or have an interest in Computer Science as well as ICT and want to develop their problem solving and analytical skills. Computer Science is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism. This subject will equip you with the knowledge and skills that employers consider the most valuable asset in employment and career progression.

Course Content

Component 1: Computing Principles (Written External Examination)

In this component, you will be introduced to the fundamental and technical principles of Computing by studying the following units:

- The characteristics of contemporary processors, input, output and storage devices
- Types of software and the different methodologies used to develop software
- Data exchange between different systems
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues.

Component 2: Algorithms & Programming (Written External Examination)

This builds on Component 1 to include Computational Thinking and Problem-Solving, in short you will study:

- What is meant by Computational Thinking (thinking abstractly, thinking ahead, thinking procedurally etc)
- Problem Solving and Programming – how computers and programs can be used to solve problems
- Algorithms and how they can be used to describe and solve problems.

Component 03: Programming Project

You will be expected to apply the principles of Computational Thinking to a practical coding Programming Project. In this component, you will follow the Systems Development Life Cycle by analysing, designing, developing, testing, evaluating and documenting a program written in a high level Programming Language, such as Python.

Assessment:

Two exams (80%) and Coursework. (20%)

Future Uses:

A good grade in Computer Science at A Level is valued by universities and employers since it requires the development of analytical thinking and problem solving skills. This course also lays an appropriate foundation for further study of Computer Science, Engineering, Physics or related subjects in higher education.

Entry Requirements:

GCSE Maths Grade 6 or above



Drama and Theatre Studies A Level

Exam Board: Pearson

Head of Department: S Pillar

Why Study Drama?

Clear and coherent structure – this qualification has a straightforward structure with three components, one that focuses on devising, one that focuses on performing and one that focuses on practical exploration of texts to interpret them for performance.

Practical focus – the specification focuses on the practical exploration of performance texts, including exploring them in light of the work of theatre practitioners. The performance texts that will be studied for the exam will require students to articulate how they would perform in certain roles, design for certain scenes and interpret a text for performance, putting practical work at the heart of the specification.

Develops transferable skills for progression from A level – students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to their next level of study or employment.

Course Content:

The course is divided into three main components:

Component 1: Devising ~ Devise an original performance piece ~ Use one key extract from a performance text and a theatre practitioner as stimuli ~ Centre choice of text and practitioner.

Component 2: Text in Performance ~ A group performance of one key extract from a performance text ~ A monologue or duologue performance from one key extract from a different performance text. Component 3: Theatre Makers in Practice ~ Live theatre evaluation – choice of performance ~ Practical exploration and study of a complete performance text – focusing on how this can be realised for performance ~ Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience.

Assessment:

Component 1: Non-examination assessment 40% of the qualification 80 marks

Component 2: Non-examination assessment 20% of the qualification 60 marks

Component 3: Written examination: 2 hours 30 minutes 40% of the qualification 80 marks

Future Uses:

Students can progress from this qualification to: - drama schools, university courses that relate directly to drama and theatre - university courses that will benefit from the skills acquired from this GCE, for example, law, human resources, people management - employment where people skills are essential, for example management, retail, nursing, industry and business environments - employment where time management, confidence, the ability to work collaboratively and to meet deadlines are desirable.

Further Course Information:

The full specification can be found on Pearson's website under A-level Drama and Theatre Studies, or by following this link:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html>



English Literature A Level

Exam Board: OCR

Head of Department: A Bennetts

Why Study English Literature?

The aims of this course are to enable learners to develop their interest in and enjoyment of literature and literary studies as they:

Read widely and independently both set texts and others that they have selected for themselves Engage creatively with a substantial body of texts and ways of responding to them

Develop and effectively apply their knowledge of literary analysis and evaluation in writing Explore the contexts of the texts they are reading and others' interpretations of them.

Course Content:

English Literature (Year 12):

Component 1 Shakespeare: Othello

Component 1 Poetry pre-1900: Christina Rossetti – Selected Poems

Component 2 Drama Post 1900: A Streetcar Named Desire by Tennessee Williams

Component 2 Prose Post 1900: Nineteen Eighty-Four by George Orwell

English Literature (Year 13):

Component 1 Shakespeare: Othello

Component 1 Drama and poetry pre-1900: A Doll's House by Henrik Ibsen compare with Christina Rossetti poetry

Component 2 Close reading: Unseen Dystopian text

Comparative and contextual study: A Handmaid's Tale by Margaret Atwood to compare with Nineteen Eighty-Four by George Orwell

Assessment:

Year 12 - Closed texts for both exams. Written papers 1 ½ hours for each exam

EXAM 1 - Component 1: Shakespeare and poetry pre-1900

EXAM 2 - Component 2: Drama and Prose Post-1900

Year 13 - Closed texts for both exams, 60 marks for each exam. Written papers 2 ½ hours for each exam

EXAM 1 - Component 1: Shakespeare, drama & poetry pre-1900

EXAM 2 - Component 2: Comparative and contextual study

COURSEWORK (Completed in Year 12 and reviewed in Year 13)

Component 03: Literature Post-1900 (20% of A-Level). Close Reading (1000 words): A Streetcar Named Desire by Tennessee Williams. Comparative essay (2000 words): Text 1 Prose - Small Island

Andrea Levy. Compare to text 2 Poetry - Grace Nichols The Fat Black

Woman's Poetry

Future Uses:

Studying English Literature opens many doors to you as it shows any future employer and university that you can think independently, critically analyse and evaluate – skills that will be useful in many future professions, eg

Use it as a widely recognised entry qualification for a wide range of degree courses;

Use it as a helpful qualification in careers such as teaching, journalism, professional writing, publishing, teaching, IT, law, education policy, events management, leisure and tourism management, marketing and many others.

Further Course Information:

English Literature (Year 12): <http://www.ocr.org.uk/Images/771201-specification-accredited-as-level-gce-level-english-literature-h072.pdf>

English Literature (Year 13): <http://www.ocr.org.uk/Images/771200-specification-accredited-a-level-gce-english-literature-h472.pdf>



EPQ AS Level

Exam Board: AQA

Head of Department: G Niro

Why Study EPQ?

The EPQ is an A-level standard, standalone qualification. It provides an opportunity for you to extend your abilities beyond the A level syllabus, to stand out and prepare for university or your future career. You can also use it to earn extra UCAS points. You'll be supported by your EPQ supervisor throughout the duration of the course, but it's down to you to plan the time you need to complete your project.

It is a fantastic way to increase your value to universities - Studies have shown there is an increased chance of achieving A-level A*-B by up to 29% when studying for an EPQ at the same time. Universities look on the EPQ favourably and can make alternative offers of lower A-level grades if accompanied by an EPQ. An A* is worth 28 UCAS points.

Course Content:

You will have 2 lessons per fortnight, however, these may not be typical and could encompass:

- visits from guest speakers
- visits to university libraries
- completing online courses.

During these lessons, you'll learn skills such as:

- how to develop titles, questions and proposals
- project management skills, including time management, planning techniques, and setting aims and objectives.
- research methods, including research ethics, analysis and evaluation, risk assessment and data collection techniques
- report writing and presentation skills.

The Extended Project will develop and extend from one or more of your study areas and/or from an area of personal interest or activity outside your main programme of study. It will be based on a topic chosen by you and agreed as appropriate by the school. You will need to work mostly independently and it will require in the region of 120 guided learning hours.

You are required, with appropriate supervision, to:

- choose an area of interest and draft a title with aims of the project for formal approval by the school
- plan, research and carry out the project
- deliver a presentation to a non-specialist audience and document project development

Assessment:

- A 5000-word essay or an artefact with a short report.
- A completed production log.
- A presentation.

Further Course Information:

Firefly - Extended Project Qualification -

<https://stm.fireflycloud.net/extended-project-qualification>

Career Pilot -

<https://www.careerpilot.org.uk/information/a-levels/why-do-an-extended-project-qualification-epq>

University of Birmingham -

<https://www.birmingham.ac.uk/undergraduate/preparing-for-university/epq/benefits.aspx>



Film Studies A Level

Exam Board: Eduqas

Head of Department: T Treliving

Course Overview

Film Studies is an academic discipline that examines the historical, theoretical and critical approaches to cinema as both an aesthetic art form and as a medium of representation. It develops skills of analysis through the study of the formal elements of film (cinematography, editing, sound, mise-en-scene and performance) and considers how these create and provoke meaning for the spectator. The course also explores the wider social and political contexts surrounding the production of film.

Course Content

Students will be introduced to a wide variety of films, combining the study of Old and New Hollywood with contemporary/independent American cinema, exploring British Cinema, whilst also engaging with European and Global Cinema. Studies in Documentary, Experimental and Silent Cinema enhance the breadth of the learning experience.

We will study these media forms through set texts that you will be questioned on directly in the examination, this allows you to enter the exam with a confidence some of these texts include Vertigo, Blade Runner, Inception, Shaun of the Dead, Pan's Labyrinth, Pulp Fiction and many more.

The course also includes a practical unit where students make a short film or write a screenplay and put their understanding of film language into practice.

Component 1: Varieties of film and filmmaking

Section A: Hollywood 1930-1990

Section B: American film since 2005 /2012

Section C: British film since 1995

Component 2: Global filmmaking perspectives

Section A: Global film

Section B: Documentary film

Section C: Film movements – Silent cinema

Section D: Film movements – Experimental film (1960-2001)

Component 3: Production Non-exam assessment

This component assesses one production and its evaluative analysis. you produce either a short film (4-5 minutes) or a screenplay for a short film an evaluative analysis.

Assessment:

Two exams (70%), Practical production work (30%)

Future Uses:

Career options within film are diverse and span a range of industries. These include: producing, directing, cinematography, marketing, editing, sound, lighting, screenwriting, broadcasting and journalism, advertising, researching, curating, PR, the arts, and academia.

Many of our students also go on to study a wide range of other subjects such as Law, Account, Computer Science and Media.

Further Course Information:

Please see Mrs Treliving



French

Exam Board: Edexcel

Head of Department: M Bouamama

Why Study French?

- Meet people from different countries and find out more about them
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem solving strategies and write coherently
- Develop critical thinking, creativity and independence
- Discuss interests, ideas and opinions with other people who speak the language
- Learn more about the countries where the language is spoken, and the people who speak it
- Read books and watch films in their original language
- Spend time abroad (e.g. at university or on a work placement)
- People with language skills and knowledge stand out
- Find it easier to learn other languages later on
- Add a useful skill if your main subjects are not languages: languages support careers in areas including management, business science and tourism

Course Content:

A-Level French helps you explore a wider range of topics, which will add to your understanding of the language and country. Topics are: evolving society in France; political and artistic culture in France; immigration and multi-culturalism in France; the Occupation and Resistance. You will also study a novel and a film and be able to use more complex grammar and more vocabulary.

Assessment:

Paper 1

Listening, reading and translation

Listening - Questions on a variety of recordings

Reading - on a variety of written passages

Translation - from French to English

Paper 2

Written responses to works, grammar and translation

You will write about two books or one book and one film you have studied. There is also translation of a passage from English to French

Paper 3

Speaking

You will discuss a stimulus card to have been given. You will have 5 minutes to prepare for this. You will also have to give a presentation on an independent research project you will have conducted on a topic of your choice

Future Uses:

Add an international dimension to your personal skills profile, which is something many employers and higher education providers want.

Further Course Information:

Visit the Pearson-Edexcel website

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.html#tab-1>

See Ms Bouamama



Geography

Exam Board: OCR

Head of Department: Mr Kennard

Course Content:

This course runs for two years and involves at least 4 days in the field to support the Non Examined Assessment

Content Overview	Assessment Overview	
Landscape Systems · Earth's Life Support Systems · Geographical Skills	Physical systems (01) 72 marks 1 hour 45 minute written paper	24% of total A level
Changing Spaces; Making Places · Global Connections · Geographical Skills	Human Interactions (02) 72 marks 1 hour 45 minute written paper	24% of total A level
Optionality – study 2 of 5 (as chosen by teaching staff) · Climate Change · Disease Dilemmas · Exploring Oceans · Future of Food · Hazardous Earth · Geographical Skills	Geographical debates (03)* 96 marks 2 hours 30 minute written paper	32% of total A level
Independent Investigation	Investigative geography 60 marks Non-examination assessment (NEA)	20% of total A level

Future Uses:

Geography combines well with both arts and science subjects, giving skills of writing, analysis and evaluation. Geography is a broad based subject that fits well for future progression and classed as a facilitating subject to support courses at university. As a standalone subject, there are a plethora of careers directly linked. For example, careers in sustainability and environmental management, managing the effects of hazards and climate change as well as meteorology are directly linked to studying physical geography. Regeneration, energy supply, demography and urban planning are directly linked to human geography. For careers in the world of business, an understanding of global economics forms an important part of geography. If you are thinking of a career in law, human rights, international relations or welfare then geography gives you the opportunity to consider relevant issues such as: How do we measure development? What are the consequences of migration on societies? Geography is an ever-evolving subject that links to major global issues that are going on the world and will form the basis of many new technologies and future careers.

Further Course Information:

Contact Mr. Kennard



BTEC Health and Social Care (Single/Double)

Exam Board: Pearson

Head of Department: R Hubbard

Why Study Health and Social Care?

Join our highly popular subject and you could be on your way to playing a vital role in the health and social care sector. Now more than ever we are seeing first-hand how vital working for the health and social care sector is. With over 400 professions to choose from this course will give you the tools you need to study at degree level or apprenticeship training in a health and social care role including: policing, nursing, midwifery, counselling, social work, paramedic science and much more. This course is for everybody, even if you have not taken this subject at GCSE level – you just need to have an interest in working with people. All learners are actively encouraged to find voluntary work experience in the health and social sector.

Course Content:

This course has been designed to allow students to develop an understanding of the diverse and complex nature of the Health and Social Care sector. It gives students a broad base of understanding whilst allowing students to focus their assignments in any of the four areas that they decide:

- Health
- Care of Older People
- Early Years (Care & Education)
- Individuals with Specific Needs

Students have the option to undertake Extended Certificate (equivalent to ONE A Level 360 credits)

- Human Lifespan and Development (externally assessed) 90 credits*
- Working in Health and social Care (externally assessed) 120 credits*
- Meeting Individuals Care and Support Needs (internally assessed) 90 credits
- Physiological Diseases and their Care (internally assessed) 60 credits

Or the option to undertake a Diploma (equivalent to TWO A Levels 720 credits). In addition to the units detailed above, the students will also cover the following:

- Enquiries into Current Research in Health and social Care (externally assessed) 120 credits*
- Principles of Safe Practice in Health and social Care (internally assessed) 90 credits
- Promoting Public Health (internally assessed) 90 credits
- Sociological Perspectives in Health and Social Care (internally assessed) 60 Credits

Assessment:

- External* – all learners take the same written assessment at the same time, under strict exam conditions. These can be available twice a year, should a re-take be required.
- Internal – learners take the assessment in class during a defined window and demonstrate their understanding and knowledge through completion of coursework.

Further Course Information:

Please contact Miss Sperryn or Mrs Hubbard

**Units are subject to change pending the Government's curriculum and qualifications review*



History A Level

Exam Board: OCR

Head of Department: S Marshall

Why Study History?

Learning about people, how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause.

Learning about countries, societies and cultures. So many of today's conflicts and alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history?

Learning to locate and sift facts, to identify truth and recognise myth, propaganda and downright lies (useful in every aspect of life!)

Presenting what you've learned in a way that makes sense to others. Whether in graphs, essays or illustrated reports—and having the confidence to defend your findings.

Course Content:

Unit 1: England 1485-1558 The Early Tudors Enquiry Topic: Mid-Tudor Crises 1547-1558

Unit 2: African Kingdoms c.1400-1800: four case studies

Unit 3: The Changing Nature of Warfare 1792-1945

Unit 4: Topic based essay

Assessment:

Unit 1: Exam of 1 hour 30mins 25% of total A Level

Unit 2: Exam of 1 hour 30mins 15% of total A Level

Unit 3: Exam of 2 hours 30 mins total of 40% of A Level

Unit 4: Non exam assessment. Submission of 3000-4000 word essay

Future Uses:

- History plus a keen interest in politics or a desire to make the world a better place could lead you into local or national politics, charity work, the Foreign & Commonwealth Office or the Civil Service
- History plus Media Studies could lead into print or broadcast journalism
- History plus Drama and/or craft skills could develop into a career in restoration work or set design.
- History plus administration skills could lead you to a business career and then with your interest in history into working for a heritage charity or managing a historic property.
- Your interest in History could also lead you into a career in Law, journalism, business management.

Further Course Information:

Please see Mrs Marshall for further course information.



BTEC Information Technology

Exam Board: Pearson

Head of Department: T Treliving

Course Overview

BTEC IT is equivalent to one A level and offers you a combination of coursework and externally assessed units that will enable you to develop your IT knowledge and ability and produce a comprehensive range of transferable skills.

Good IT skills form a core group of vital abilities for the modern world of study or employment. This course will provide you with a range of experiences that will bolster your IT understanding and allow you to display the digital knowledge that will be essential throughout your working life.

This is the ideal course for students who have an interest in technology and want to develop up-to-date IT skills and knowledge in an applied way.

Course Content

New Improved Course for 2025

Unit 1: Information Technology Systems (Written External Examination)

Information technology (IT) systems have a significant role in the world around us and play a part in almost everything we do. In this unit, you will study the role of computer systems and the implications of their use in personal and business situations. You will explore the way that IT systems work together and how data is transmitted around organisations and the world. You will investigate the cybersecurity risks that threaten our systems, as well as the moral and ethical issues that modern technology has brought.

Unit 2: Cyber Security and Incident Management (Written External Examination)

Our increasing reliance on computer systems and the data they contain makes us vulnerable to attacks from cyber criminals and to the loss of these systems if there is an accident or a natural disaster. In this unit, you will examine the many types of cyber security attacks, the vulnerabilities in networked systems and the techniques that can be used to defend an organisation's networked systems. You will also look at the forensic methods used to investigate cyber security incidents and analyse the suitability of those methods for a given scenario.

Unit 3: Website Development (Coursework)

Website development skills are more essential than ever if you want to be noticed, reach your goals and generate interest in today's sophisticated, competitive and dynamic online environment. In this unit, you will plan, design and develop a website in response to a client brief by applying website development tools, techniques and processes.

Unit 4: Relational Database Development (Coursework)

All businesses use databases to help track their customers, inventory and employees. From the smallest in-house customer data systems to stock control systems for massive online retailers, databases are used to improve business operations in companies and organisations around the world. At the end of this unit, you will be able to confidently design, create and use relational database systems.

Assessment:

Units are assessed by exams and coursework.

Future Uses:

Many careers need IT skills so this course could lead to jobs and further education in Web design, Computer Science, Graphic design, Business, IT Apprenticeships, Cyber Security and many more



Italian A Level

Exam Board: Edexcel

Head of Department: M Bouamama

Why Study Italian?

- Meet people from different countries and find out more about them
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem solving strategies and write coherently
- Develop critical thinking, creativity and independence
- Discuss interests, ideas and opinions with other people who speak the language
- Learn more about the countries where the language is spoken, and the people who speak it
- Read books and watch films in their original language
- Spend time abroad (e.g. at university or on a work placement)
- People with language skills and knowledge stand out
- Add a useful skill if your main subjects are not languages: languages support careers in areas including management, business science and tourism

Course Content:

A-Level Italian helps you explore a wide range of topics, which will add to your understanding of the language and country. Topics are: evolving society in Italy; political and artistic culture in Italy; immigration and multiculturalism in Italy; history from Fascism to the present day. You will also study a book and/or a film and be able to use more complex grammar and vocabulary.

Assessment:

Paper 1

Listening, reading and translation

Listening - Questions on a variety of recordings

Reading - on a variety of written passages

Translation - from Italian to English

Paper 2

Written responses to works, grammar and translation

You will write about two books or one book and one film you have studied. There is also translation of a passage from English to Italian

Paper 3

Speaking

You will discuss a stimulus card to have been given. You will have 5 minutes to prepare for this. You will also have to give a presentation on an independent research project you will have conducted on a topic of your choice

Future Uses:

- Add an international dimension to your personal skills profile
- Have greater opportunities to work and/or study abroad
- Work for companies with international links

Further Course Information:

- Visit the Pearson-Edexcel website <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/italian-2017.html#tab-0>
- See Mr Niro or Mrs Florulli



Mathematics A Level

Exam Board: Edexcel

Head of Department: B Mangwende

Why Study Mathematics?

A-Level Mathematics provides students with a thorough grounding in the mathematical tools and techniques often needed in the workplace. The logic and reasoning skills developed by studying A-Level Mathematics make sure the qualification is widely respected.

Course Content:

The A level Mathematics course encourages students to develop mathematical argument, language and proof as well as problem solve and model using mathematics. The course covers elements of Pure Mathematics, Statistics and Mechanics. This includes, but is not limited to: algebra and functions; coordinate geometry; sequences and series; trigonometry; exponentials and logarithms; calculus; statistical sampling, distributions and hypothesis testing; kinematics; forces and Newton's laws.

A-level Mathematics encourages students to :

- Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment;
- Develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proof

Assessment:

All assessment is by external examinations.

Advanced Subsidiary (AS) GCE in Mathematics consists of two papers.

Paper 1 is Pure Mathematics. This is written in two hours and carries 62.5 % of the qualification.

Paper 2 is Statistics and Mechanics. This paper 2 carries 37.5% of the qualification and is written in 1hour 15mins.

The AS qualification is done in a single year.

Advanced GCE (A2) consists of 3 examined papers.

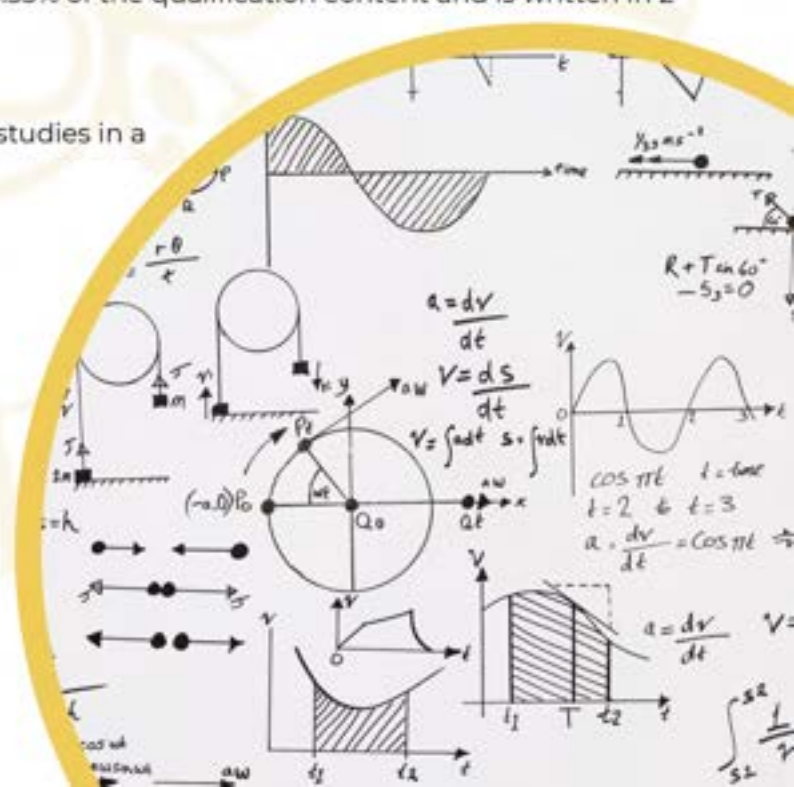
Paper 1 is Pure Mathematics 1;

Paper 2 is Pure Mathematics 2. Both papers are written in 2 hours and each carries 33.3% of the qualification.

Paper 3 is Statistics and Mechanics. The paper carries 33.33% of the qualification content and is written in 2 hours.

Future Uses:

A-Level Mathematics provides a foundation for further studies in a variety of subjects including Science and Engineering.



Media Studies

Exam Board: Eduqas

Head of Department: T Treliving

Course Overview

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

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

Course Content

The A level in Media Studies offers learners the opportunity to develop an in depth understanding of key issues, using a comprehensive theoretical framework and a variety of advanced theoretical approaches and theories to support critical exploration and reflection, analysis and debate. The study of a wide range of rich and stimulating media products is central to the course, offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms.

The course also recognises the fundamental relationship between theoretical understanding and practical work, providing learners with exciting opportunities to develop media production skills in different forms, apply their knowledge and understanding of the theoretical framework to media forms and products, and become creators of meaning themselves.

We will study these media forms through set texts that you will be questioned on directly in the examination, this allows you to enter the exam with confidence.

Exam Component 1

For this exam you will study how media language and representations are used in the following media industries Music Videos, Video Games and Advertising and Film Marketing. We will also study the industry practices of Newspapers, Radio and Film.

Exam Component 2

In this exam you will study three media forms in great depth looking at all of the theoretical frameworks, representation, audience, media language and industries. You will study Television Drama Peaky Blinders, Magazines – Independent and historical texts and Online Media – Blog/Vloggers and Attitude Magazine.

Coursework

There is no written coursework in this subject. 30% of your grade is earned from the practical production you will create. You get free choice of what media form to create choosing from a TV Sequence, Film Promotion, Magazine, or Music Video with an additional related production in online media, podcasting, websites or print. You also get to produce your work in a genre you are interested in.

Assessment:

Two exams (70%), Practical production work (30%)

Future Uses:

This course is suitable for those who want to develop their creative side in Media but also pursue an academic qualification that will be useful for degrees in Media Studies, English or Journalism. However many of our students successfully also leave to study a much wider variety of topics such as Accounting, Graphics and Computer Science and Law.



Physics A Level

Exam Board: OCR

Head of Department: A Cropley

Why Study Physics?

Physics is an exciting and fast moving area of science which enables students to challenge their understanding of the world around them. An A-Level in Physics will open doors to many science and non-science careers. Employers are always looking for numerate employees, and university science and engineering courses rate a Physics qualification very highly.

Course Content:

Development of practical skills in physics - Physics is a practical subject. The Physics course provides you with the opportunity to develop experimental methods and techniques for analysing empirical data.

Foundations of physics - Understanding of physical quantities, S.I. units, scalars and vectors helps physicists to effectively communicate their ideas within the scientific community.

Forces and motion - In this module, you will learn how to model the motion of objects using mathematics, understand the effect forces have on objects, learn about the important connection between force and energy, appreciate how forces cause deformation and understand the importance of Newton's laws of motion

Electrons, waves and photons - In this module, you will learn about electrons, electric current, electrical circuits, wave properties, electromagnetic waves and, of course, quantum physics.

Newtonian world and astrophysics - With Newtonian mechanics we can model the microscopic motion of atoms to help us understand macroscopic quantities such as pressure and temperature. In Astrophysics we predict the motion of planets and distant galaxies and explore the intricacies of stars and the expansion of the Universe.

Particles and medical physics You will learn the basic properties of capacitors and gain a knowledge and understanding of Coulomb's law, electric fields, magnetic fields, Lenz's law and Faraday's law. In Nuclear Physics you study the atom, nucleus, fundamental particles, radioactivity, fission and fusion. Medical imaging explains X-rays, CAT scans, PET scans and ultrasound scans.

Assessment:

- Modelling physics (01) 100 marks 2hrs 15mins written paper 37% of A level
- Exploring physics (02) 100 marks 2hrs 15mins written paper 37% of A level
- Unified physics (03) 70 marks 1 hr 30mins written paper 26% of A level
- Practical endorsement in physics (04) non exam reported separately

Future Uses:

Physics is a highly valued A-Level due to the academic rigour associated with the subject and the need to develop a logical approach to solving a wide range of problems associated with the physical world. Physics can lead on to study of a vast range of further courses and careers such as Astrophysics, Mechanics, Engineering, Electronics and Optics. It supports applications to do other Natural Sciences (e.g. Chemistry and Biology) as well as Medicine, other Medical degrees, and mathematics.

Further Course Information:

See Mr Di Mauro or Mrs Maddams



Polish A Level

Exam Board: AQA

Head of Department: A Haremza

Why Study Polish?

- To enable students to develop and build on the skills acquired at GCSE
- To enhance employment prospects
- To facilitate foreign travel
- To provide an insight into another culture and society
- To provide students with a sound basis for further study

Course Content:

Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of Polish artistic culture, including music and cinema, and learn about Polish politics including political engagement amongst the young.

Subject topics

1. Social issues and trends
2. Political and artistic culture
3. Grammar
4. Works: literary texts and films

Assessment:

1: Reading and writing

Written exam: 2 hours 30 minutes, 85 marks, 42.5% of A-level

Paper 2: Writing

One text and one film or two texts from the list set in the specification, Grammar, Written exam: 2 hours, 80marks in total, 20% of A-level

Paper 3: Listening, reading and writing

What's assessed:

Aspects of Polish-speaking society: past and current trends. Aspects of Polish-speaking society: past and current issues. Artistic culture in the Polish-speaking world past and present

Aspects of political life in the Polish-speaking world past and present. Grammar. Written exam: 2 hours 30 minutes. 75 marks. 37.5% of A-level

Further Course Information:

See Mrs A. Haremza or

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/polish-7687>



Product Design A Level

Exam Board: AQA

Head of Department: S Prudden

Course Content:

The Product Design course is compatible with most other A-level courses, depending on your chosen career path. They include Art & Design, Textile Design, Business Studies, Mathematics and Physics. The exact combination can lead to different career options and can be discussed with staff at our open evening. Students following the course explore product design in its widest sense, through coursework projects and theoretical knowledge. Subjects covered during the Product Design course include iterative design, technical illustration and high-level design sketching with a focus on industrial and commercial practices to understand materials and manufacturing techniques. Students are encouraged to become independent learners and will gain an understanding of, and simulate the work of professional designers in their project work.

Assessment:

The A2 Units

There are two areas of study which must be completed.

- Technical Principles – written exam. 30% of A Level 2 1/2 hour exam
- Designing and Making Principles – written exam 20% of A Level 1 1/2 hour exam

-You are required to learn about a wide range of commonly used materials and manufacturing process as well as the effects that a wide range of influences can have on design and designers.

-Non-exam assessment –Substantial design and make project 50% of A Level

For this unit you are required to further develop your skills by identifying a problem and producing a design solution to meet customer requirements

Further Course Information:

Please see Mr Prudden



Psychology A Level

Exam Board: AQA

Head of Department: R Hubbard

Why Study Psychology?

The mind is something intangible that exists within our brain; an unseen process involving neurons, chemicals and electrical currents. But why is it that some people suffer from stress or mental illness? Or that others are considered abnormal for deviating from social norms? Psychology looks at questions like these and more. It's a fascinating science with cutting edge research that has real world applications.

What skills will I learn?

A Level Psychology will help you to develop a range of skills that will benefit you, whether you decide to go on to further study or the working world, including:

- analytical thinking and critical reasoning skills
- improved communication
- problem solving
- planning and conducting scientific investigations
- analysing and interpreting data.

Course Content:

- Social influence
- Memory
- Attachment
- Approaches in psychology
- Biopsychology
- Psychopathology

Compulsory content...

- Issues and debates in psychology
- Research methods

Optional content...

- Relationships
- Schizophrenia
- Forensic psychology

Assessment:

At A Level there are three exams, each account for one third of your final grade. The three exams last 2 hours and are worth 96 marks each. The exams consist of multiple choice, short answer and extended writing questions (up to 16 marks).

Future Uses:

Studying Psychology can give you a whole host of exciting career options, including:

Marketing • Business development • Accountancy • Human resources • Forensic psychology • Occupational therapy • Clinical psychology • Nursing • Teaching • Neuroscience • Psychotherapy • Educational psychology

Further Course Information:

See Mrs Hubbard or www.aqa.org.uk/psychology



Religious Studies A Level

Exam Board: Edexcel

Head of Department: M Ansted

Why Study Religious Studies?

Religious Studies encourages students to develop their interest in and enthusiasm for debating key issues that relate to our society and the wider world. The course is a rigorous study of Christianity which encourages students to adopt an enquiring, critical and reflective approach. Students are given the opportunity to reflect and develop their own values, opinions and attitudes in the light of their learning.

Course Content:

In Year 12 and 13 students will study three papers including Religious Ethics, New Testament and a study of Christianity. The content of these papers will be split across the two years of study.

Year 12

Religious Ethics - students will study ethical theories and then apply these to topical concepts such as; issues of gender, race and disability, war and peace and sexual relationships.

New Testament - students will study prophecy regarding the Messiah, the interpretations of the Person of Jesus in the Synoptic Gospels and the different purposes of the Gospel.

Philosophy- students will study philosophical issues such as the design argument, the cosmological argument and the ontological argument. Students need to know the nature of religious experience and the problem of evil and suffering.

Year 13:

Religious Ethics - students will further study complex ethical theories and apply these to medical issues including abortion, euthanasia and the rights to a child.

New Testament - students will study the ways of interpreting scripture on a literal or allegorical ground, the political and religious conflict of why Jesus had to die focussing on Luke's Gospel and the scientific and historical-critical challenges to the death and resurrection of Jesus.

Philosophy – students will study the philosophical language including analogy and symbol, verification and falsification debates, language games. Context and critical points of religious belief and views on life after death.

Assessment:

100% written examination at the end of Year 13. Students will be assessed on the three papers studied throughout Year 12 and 13 including Religious ethics, New Testament and the study of Philosophy. Students must show the examiner a demonstration of their knowledge and understanding (40%) and their skills in analysis and evaluation (60%).

Future Uses:

The skills and attitudes developed in the completion of the Religious Studies a level are now wanted by all universities. The course is regarded as the gateway to Law and many other careers.



Sociology A Level

Exam Board: AQA

Head of Department: S Bedeau

Why Study Sociology?

Sociology is the study of society and social behaviour. We are all part of society and our lives are governed by how well we interact with and react to other members of society within the limits of social norms and the law. Sociology examines how socialisation can influence how we behave and how inequalities in our society can affect our position and opportunities in life. It is a broad subject which covers many areas and will complement other A Level subjects you may choose. You will learn about social history, legislation, the media and the influence of religion in our society.

Course Content:

Year 12

Family and Households:

The relationship of the family to the social structure and social change, with particular reference to the economy and state policies.

Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course. Gender roles, domestic labour and power relationships within the family in contemporary society. The nature of childhood, and changes in the status of children in the family and society.

Demographic trends in birth rates, death rates, family size, life expectancy, ageing population, and migration.

Education and Research Methods:

The role and functions of the education system, including its relationship to the economy and to class Structure. Quantitative and qualitative methods of research

Year 13

Crime and Deviance Theory and Methods:

The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime. Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes. Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

Beliefs in Society:

Ideology, science and religion, including both Christian and non-Christian religious traditions.

Theoretical views on the role of religion in society. Cults, sects, denominations, churches and New Age Movements, and their relationship to religious and spiritual belief and practice. Different social groups and their religious/spiritual beliefs. The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context.

Assessment:

This is a two year course which is assessed externally at the end of Year 13 by 3 written exams:

Paper 1: Education with Theory and Methods

Paper 2: Topics in Sociology

Paper 3: Crime and deviance with Theory and Methods

Future Uses:

It will be beneficial if you are interested in a career in law, counselling, social work, social housing, education, the police or probation work as well as many other professions which rely on an understanding of people from different social backgrounds and experiences.

Further Course Information:

Refer to the AQA website

See Ms Bedeau for further course information.



BTEC Sport

Exam Board: Pearson

Head of Department: H Biggins

Why Study BTEC Sport?

This qualification is equivalent to one A Level. The course has been designed as a two-year programme, in which learners must finish the two years to complete the qualification. This course is aimed at learners with an interest in sport, looking to progress to employment in the sports industry and supports progression to further higher education and, ultimately employment.

Course Content:

Unit 1: Anatomy and Physiology

Unit 2: Fitness Training and Programming for Health, Sport and Well-being

Unit 3: Professional Development in the Sports Industry

Unit 5: Fitness Testing

Unit 6: Sports Psychology

Assessment:

Unit 1: Anatomy and Physiology

- Written examination set and marked by Pearson
- 1.5 hours (90marks)

Unit 2: Fitness Training and Programming for Health, Sport and well-being

- A task set by Pearson and completed under supervised conditions.
- A case study with written submission (60 marks)

All other units are coursework-based tasks that are internally marked then externally assessed by Pearson examiners.

Future Uses:

Physiotherapy, Personal Trainer, Sports Dietician, Sports Coach, Physical Education Teaching, Sports Official, Sports Psychologist, Sports journalist, Sports Photography, Sports Marketing and many more...

Further Course Information:

Please see Miss Biggins or Mr Meredith



Level 3 Qualification in Sports Leadership

Exam Board: Leadership Skills Foundation

Head of Department: H Biggins

Why Study Sports Leaders?

The Level 3 Qualification in Sports Leadership is a nationally recognised qualification that enables successful learners to independently lead purposeful and enjoyable sport/physical activity. The qualification aligns with professional standards for sport and physical activity leadership, especially through the focus on leading inclusive sessions to participants. This is a one year course that entitles successful learners to an AS qualification and up to 16 UCAS points.

Once qualified the sports leader will be able to independently lead (once 18 years old) and will be responsible for all safeguarding and safety aspects in the future as a certificated level 3 sports leader.

Course Content:

Unit 1: Developing leadership skills

Unit 2: Lead safe sport/physical activity sessions

Unit 3: Know how to plan inclusive sport/physical activity sessions

Unit 4: Plan, lead and evaluate a progressive series of inclusive sport/activity sessions

Unit 5: Plan lead and evaluate a sports/physical activity event

Unit 6: Demonstrate leading inclusive sport/physical activity sessions to a range of participant groups

Assessment:

The Leadership Skills Foundation provide an easy to use learner evidence record for this qualification. The learner evidence record is mandatory and uses the following assessment methods:

- Practical observation
- Written tasks (task worksheets provided in the learner evidence record)
- Plans and evaluations

Future Uses:

Personal Trainer, Sports Dietician, Sports Coach, Physical Education Teaching, Sports Official, Sports Psychologist, Sports journalist, Sports Photography, Sports Marketing and many more...

Further Course Information:

Please see Miss Biggins



Textiles A Level

Exam Board: Edexcel

Head of Department: T Perry

Course Content:

You will specialise in the designing and making of textile pieces. The course offers exciting opportunities to develop work in constructed textiles, dyed and printed textiles and decorative textiles, exploring a wide range of techniques.

Students will develop work following a specified theme and in relation to Textile Art and Design practice and study a range of Artists / Designers already working within this field. Students will draw inspiration from these and their own visual research, to develop their ideas through sustained investigations, selecting a range of materials and processes and creating imaginative, exciting and original pieces of work.

To be successful, students must be highly enthusiastic and passionate about using visual language to sensitively and thoughtfully extend their own and others' ways of seeing the world. It is important to be highly motivated, organized and an independent learner.

Students are expected to spend AT LEAST 3 or 4 of their independent study sessions a fortnight working on their textiles work in the department.

Textiles disciplines include silk and fabric painting, drawing, printmaking techniques, sculpture techniques using alternative media, felting, machine embroidery and applique.

In Year 12, students are given a set of themed projects. There are a wide range of practical demonstrations in lessons to engage students and support development work; critical references to Textile Artists and contextual analysis is on-going and reflects student's individual research and choices. Teaching largely becomes tutorial in style as outcomes and development work becomes more individualised and this means that students work independently in lessons and discuss their work with staff as it progresses. Students will be expected to present and talk about their work and comment on the work of other students.

Equipment costs

The following are course requirements:

- A full set of quality drawing equipment.
- Most other equipment will be provided

Assessment:

Portfolio Component 1: Personal Investigation 60% of the total qualification.

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

There will be one critical written essay to complete (minimum 1500 words).

Component 2: Externally Set Assignment 40% of the total qualification. This allows students opportunities to complete preparatory studies (mini portfolio of work) leading to the realisation of a final piece in the 15-hour period of sustained practical work under exam conditions.

Further Course Information:

See Miss T Perry



BTEC Travel & Tourism

Exam Board: Edexcel

Head of Department: S Ram

Why Study Travel & Tourism?

This course will provide you with skills and knowledge relevant to a wide range of sectors within the travel and tourism industry.

Course Content:

- The world of Travel & Tourism
- Global Destinations
- Principles of Travel & Tourism
- Visitor Attractions
- Work Experience

Personal development skills, study skills and employability skills

Assessment:

The units will be assessed through a variety of methods including practical work, presentations and role play. There will also be written assessments including brochures and essays. Work will be assessed through internal assignments, an external exam and an external controlled assessment.

Future Uses:

This course could lead into a variety of uses including entertainment for holidaymakers, marketing, holiday reps, retail travel, travel agent, working in an airport, flight attendant and airport passenger services as just a few examples.

Further Course Information:

Please see Miss Ram or any of the business department for further information on the course.



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