



St Benedict's
Catholic School

*Developing Wisdom, Compassion and Resilience
through Prayer and Work*



SIXTH FORM PROSPECTUS

2023/2024



HEADTEACHER'S WELCOME

At St Benedict's we are exceptionally proud of our Sixth Form. Our students not only achieve outstanding results and move on to highly competitive courses and careers, they are an asset to us during their time in the school. They are part of our community and we are all the better and stronger for their involvement.

In recent years, the Sixth Form at St Benedict's has developed an unrivalled reputation for excellence. Regularly topping local league tables not just in terms of attainment, but of the progress of all students and 'value added'.

Our 2016 Ofsted report rated the Sixth Form here as 'Outstanding'. Our community is firmly rooted in our values of wisdom, compassion and resilience and our Sixth Form students benefit from this focus.

As Headteacher I am immensely proud of the uniqueness of our Sixth Form. Our results are consistent, our curriculum established and our teachers experienced, providing an education that is individual and personalised, yet high-performing and ambitious. I hope this prospectus gives you a sense of our uniqueness and whether you are already a student at St Benedict's, or you are considering joining us after your GCSEs, we look forward to discussing your future with you.

Mrs I Senior, Headteacher



HEAD OF SIXTH FORM'S INTRODUCTION

Attending Sixth Form offers both broad and profound enrichment for each student. It lays the foundation for a future career and the desire to accomplish further study. As an established Sixth Form with a strong reputation of providing excellent results, we at St Benedict's can and will support you on your next steps.

Our curriculum offer is deliberately focused on 'key stone' subjects. Most of our offer being subjects that are highly regarded and established courses that keep options open for students, providing the best qualification base for access to the most competitive academic careers and universities. We also have other curriculum options that give more specialist qualifications for students who are interested in these particular routes.

We promote a supportive environment for all. Our students work hard and care deeply about their education, and I am proud of their high academic achievements. Our role as teachers is to work as hard and to care as deeply about their education as the students themselves.

The mutual and complementary relationship between teacher and student is crucial in getting the best out of our students. Their place in the world as adults is just beginning, and it is in our Sixth Form that we can create the best foundation for them to step out into the world with confidence and aspiration.

Mr J Richmond, Head of Sixth Form

St Benedict's Catholic School welcomes students from all backgrounds, abilities and faiths. We are an inclusive school with a distinctive Catholic ethos which enables our core values to underpin everything we do.



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St Benedict's Catholic School
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Suffolk, IP32 6RH

WHAT MAKES US DIFFERENT?

Our aim at St Benedict's Sixth Form is to support all our students to achieve their potential, enabling them to go on and take their place in society. This is both an academic and personal aspiration. We believe in the importance of developing each student's sense of purpose and self-belief. Achieving exam results that will open doors to the future is important, but this success comes from excellent support, good learning habits, being on the right courses, resilience and confidence.



**56% A* - B
A level 2023**

As a Sixth Form we have a proven, established track record of supporting students, whether their aspiration is a work-based apprenticeship, Oxbridge, medicine or anything in between. Our Sixth Form focuses on what we know from experience is important and what will open doors for students in the long term.

Our Sixth Form also offers the uniqueness of a Catholic education. All students participate in tutorial sessions, assemblies, Religious Education, and

spiritual development continues to be acknowledged as an essential part of their education.

In particular the gospel value of 'service to others' is both encouraged and expected from our Sixth Form students. They respond very willingly to the challenge. Our school would be the poorer without their example and leadership within the student body.



**21% achieved
straight A/A*
grades**

Our difference is our strength; we aim to equip our students with the values and skills that will bring them success in their future.

Mr Richmond, Head of Sixth Form

COME STUDY WITH US

Admission to St Benedict's Sixth Form is through an application process, the full policy can be found on the school website. All students who wish to study with us need to submit an application form to us by 16th December 2023 (available from the school or online). All students who complete an application form will be invited to attend an interview to discuss their application and the suitability of the courses prior to being offered a conditional place in the Sixth Form. Students are expected to meet the minimum entry requirements necessary for each course, further information about individual course requirements is

listed on page 7. In the event of over-subscription, places will be allocated in accordance with the admissions policy.

It is our intention to offer all the courses in this prospectus, however, should insufficient student numbers be recruited for a subject, or the curriculum requirements change, it is possible that a course listed in this prospectus won't run. If this is the case, you will be notified by April 2024.



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CHOOSING YOUR COURSES

The most important part of A-Level success is choosing the correct programme of study. For some this is easy, for others it is more challenging.

A good place to start is asking your current teachers about A Level study and thinking about your career aspirations. Some careers and university courses require particular combinations of subjects studied at A Level.

If you are not sure what you want to do in the future, our advice is to select courses that you are good at and will enjoy; students who enjoy their studies are more likely to do well. Keeping your options open can also be a good idea.

Named top performing state school in Suffolk in the Sunday Times School Guide, 2021 & 2022

Our courses are mostly ‘facilitating subjects’. These are subjects identified by many universities as their preferred study options.

They are the most traditional academic subjects and offer the best basis for students looking to study a traditional academic degree, or at one of the most competitive universities.

As we are a smaller, school-based Sixth Form we cannot offer every combination of subjects. Most of our students study three A levels, with some opting to take four. It is therefore important that students choose the best possible combination for them and put time into considering which subjects work well together. Students can choose from the range of subjects on offer in

this prospectus and in order to support students in making good choices we ensure that sound combinations of subjects are available. Our blocking system is designed to support strong programmes of study. If the particular combination of subjects that you wish to study is not available please let us know. It is sometimes possible to move subjects or offer additional groups.

You can only select one subject from each column, and must study a minimum of three subjects.

Whilst we endeavour to ensure this information is as accurate as possible, we do on occasion make changes to our offer. Applicants will be notified in advance.

Column A	Column B	Column C	Column D
* Medical Science	Chemistry	Geography	Business
Biology	History	Physical Education	Product Design
Further Maths	Maths	Physics	English Literature
Religious Studies	Sociology	Psychology	Maths
Economics	Computer Science	Spanish	Government & Politics
Art & Design	French	*Health & Social Care	Music
		Classical Civilisation	History of Art

All courses are at A level unless specified otherwise (*).

Entry Requirements

- » **Art & Design:** Art 5 (or design-based subject)
- » **Biology:** Biology 6 or Combined Science 6/7
- » **Business:** English & Maths grade 5 plus general expectation
- » **Chemistry:** Chemistry 6 or Combined Science 6/7
- » **Classical Civilisation:** Humanities subject 5
- » **Computer Science:** Computing 6 or Maths and Science 6
- » **Economics:** English and Maths 5
- » **English Literature:** English 6
- » **French:** French 5
- » **Geography:** Geography 5 (other humanities accepted if not studied)
- » **Government and Politics:** Humanities subject 5
- » **Health and Social Care:** English & Maths 4 plus general expectation
- » **History:** History 5 (other humanities accepted if not studied)
- » **History of Art:** 5/5 in humanities and art
- » **Maths:** Maths 7
- » **Further Maths:** Maths 7
- » **Medical Science:** Biology 5 or 5/5 combined science
- » **Physics:** Physics 6 or Combined Science 6/7
- » **Physical Education:** PE or Science 5
- » **Product Design:** Design Technology (or design-based subject) 5
- » **Psychology:** Science 6 in any separate Science or Combined Science 6/6
- » **Religious Studies:** RE 5 (other humanities accepted if not studied)
- » **Sociology:** Humanities subject 5
- » **Spanish:** Spanish 5

Students should look to study subjects where they have achieved well or there is a good indication from other studies that they are likely to be successful.

Prior attainment is a good indication of likely performance and therefore we provide entry requirements to support students in making choices that will ensure their success.

In order to study at Level 3 (A levels and Level 3 Applied and Vocational courses) students should have at least 5 grade 4s and above at GCSE, plus the requirements

listed above to be considered for any of our courses.

We will always consider each student on a case-by-case basis.



85% of students achieved their first choice university in 2023

WHAT ELSE IS ON OFFER IN THE SIXTH FORM?

We do not simply value the academic side of sixth form here at St Benedict's, we also believe in developing young people in the fullness of life through growth, mastery and teamwork.

Alongside our extensive choice of A level and Level 3 qualifications, we promote a supportive and responsible environment for all by providing an Enrichment programme for our students. These activities provide an added facet to the curriculum and opportunities to engage.

We also have an Alumni Network where a vast number of ex-sixth formers are designated 'mentors' to our current students, which our previous students have found invaluable.

We run a variety of sixth form trips, spanning many of our subjects as well as some fun team building activities.

Our 'Community Service' scheme for Year 12 students allows students to help in lessons in the lower years.

We also encourage our students to get involved with fundraising activities.

"...students make rapid progress and achieve A level results that are well above national averages."

"Students value the regular information and advice given to them about future career opportunities and the help that they receive from form tutors and sixth form leaders in completing applications to university."

Ofsted, 2016

Enrichment

Our Enrichment Programme consists of a variety of opportunities including -

- EPQ
- Duke of Edinburgh Silver Award
- Debate/Public Speaking
- Lamda
- Sport & Games
- Model United Nations
- Chaplaincy
- Critical Thinking

We also host a highly successful Debating Club and Public Speaking Society, where past sixth form students have won regional competitions.

Running alongside the Enrichment Programme, we actively encourage our students to create their own societies within the sixth form. These are devised and organised by our sixth form students and have included over the years -

- Bennies Art Magazine
- Philosophy Society
- Linguistics Society
- Literary Society
- History Society
- Book Club
- Basketball Club
- Film Club
- Mathematics Society
- Chess



High Aspiration

We believe in young people and the positive impact that they have on our society. We want our students to go on to bright futures and to see in themselves the potential for greatness.

Art & Design

COURSE LEADER Ms C Chacksfield

COURSE A Level Art (AQA)

HOW IS THE COURSE DELIVERED? The course is practical and experiential in nature with students being introduced to different media and processes through practical investigation and experiments.



A number of local and national trips and visits provide essential stimuli for you to develop your ideas and responses, enabling you to learn more about artists and the context of their work.

A short international visit to Venice or Paris will form an exciting opportunity for students to develop practical work in the Spring Term to further develop ideas in response to the experience of a different cultural context.

WHY SHOULD I TAKE THIS COURSE? It's a practical, enjoyable course that will give you an opportunity to develop a host of transferable skills and leadership opportunities.

There are opportunities in the creative industries, arts administration, museums and in various sectors including marketing, advertising and PR, education, media and publishing, design consultancy, games design and advertising for students who have studied Art A level alongside other subjects.

COURSE OVERVIEW You will work in the first term to investigate a theme of your own choice using media relevant to your own independent exploration. Visits to artist galleries and studios, life drawing sessions and specific skills based workshops such as printmaking will help support your idea development.

In the first year the course is structured to provide students with a foundation of skills inspired by a visit to the Henry Moore Studios. The course will provide you with the opportunity to develop your skills in a range of different disciplines such as drawing and painting, printmaking, sculpture, textiles, ceramics, photography and three dimensional design. There are opportunities with AQA to follow a specific endorsement in year 12 and 13 (eg. Graphics or Textiles) within the specification should students wish to pursue a particular approach.

In the Spring term of Year 12, students begin work on their Personal Investigation which forms the main component for assessment. Students choose their theme of study alongside their choice of media to record, develop, refine and present their ideas and responses.

The course is 100% portfolio based with the main component of work being the personal Investigation. This extended project enables students to develop skills working independently as well as respond to a range of research contexts.

A critical study (1,000 - 3,000 words) further supports your portfolio of work and the practical aspect of the Personal Investigation by drawing on research of different chosen artworks and relevant art movements. This written component is drafted with support from your teachers during the summer holidays and into the Autumn term in year 13.

ASSESSMENT A final timed assessment over a period of 15 hours in the Spring term of year 13 enables you to work on a sustained piece of work or series of works in controlled conditions. (Max 96 marks available). These outcomes often form the conclusion of your Personal Investigation and provide you with an opportunity to showcase the skills you have learnt across the two year's study. Work is finally presented for exhibition in the summer term for external moderation by the Exam board and for parents, friends and family.

Both components of work will involve:

- » developing ideas
- » exploring media, developing and applying skills
- » researching, recording, analysing and reviewing
- » creating and presenting outcome(s)

Biology

COURSE LEADER Mr W Stafford

COURSE A Level Biology A (OCR)

HOW IS THE COURSE DELIVERED? The course is taught with a student-centered approach, which develops students' knowledge and understanding by using practical work, analysis and problem solving. The content is delivered in a number of different ways: lecture style, group work, research and practical based work in the laboratory. There will be periodic assessments to monitor progress to address any issues that arise. Students will carry out a number of practical tasks that will be assessed that will also form part of a practical endorsement award. Students will be provided with an OCR textbook, and are actively encouraged to deepen their knowledge through further reading.

WHY SHOULD I TAKE THIS COURSE? Biology is the study of life in all its forms, from microscopic bacteria to diverse ecosystems and everything in between. The study of this subject allows the learner to delve into the depths of the cell and its organelles to investigate how the basic units of life function. This is then used to explain how cells work together to make functioning organs, and how these in turn enable complex forms of life. Ever wondered **how** we are put together, **why** we are the way we are and **where** we came from? Then the study of Biology is for you.

This course enables students to develop not only their understanding of life, but also develops their communication, critical thinking, problem solving and laboratory skills. The subject is the perfect companion to the other academic science subjects or maths, but it is also a strong option for students of the arts and humanities looking to add a scientific

aspect to their study. This qualification is perfect for students looking to progress further into the scientific field, with typical routes for our students including; medicine, dentistry, nursing, physiotherapy, biochemical sciences, biological sciences & environmental biology. Other students that have successfully studied Biology have gained entry into other areas such as Law, Architecture and Economics, as science study is strongly valued by higher education institutions. This qualification is also of great benefit to those seeking employment in various science sectors: the chemical industry, health care, leisure and associated industries, medical and laboratory-based science, food and catering industries.

COURSE OVERVIEW **Practical skills in biology** students will have the chance to develop a number of practical techniques ranging from microbiology to biodiversity.

Foundations in biology students will explore cell structure, biological molecules, enzymes, cell division, cell diversity and cellular organisation.

Exchange and transport students will study exchange and transport systems in animals & plants.

Biodiversity, evolution and disease includes the study of communicable diseases, the immune system, biodiversity & evolutionary biology.

Communication, homeostasis and energy

an exploration of nervous and hormonal control, including animal homeostasis, plant hormones and responses. The key reactions of Photosynthesis & Respiration are also studied in depth.

Genetics and ecosystems the student will gain an insight into cellular control, patterns of inheritance, how genomes can be manipulated in cloning and biotechnology. Students will also study Ecosystems, populations and sustainability.

“Students’ behaviour and conduct around the school are exemplary.”

Ofsted, 2016

Business

COURSE LEADER Mrs V Kennedy

COURSE A Level Business (Pearson Edexcel)

HOW IS THE COURSE DELIVERED? Content will be taught through a mixture of PowerPoints, debates, lectures, and discussions. Students will be expected to work individually and in groups.

WHY SHOULD I TAKE THIS COURSE? Business Studies A Level is an excellent choice for anyone interested in the world of commerce and entrepreneurship. It's a great way to prepare for university courses in business and management and to equip yourself with the knowledge to start your own business or follow a career in finance, accounting, marketing, or management post university.

Through Business Studies A Level, you will engage with the world of business through the context of current business developments and real business situations. You will learn how management, leadership and decision-making can improve performance in marketing, operational, financial, and human resources. You will also explore the interrelated nature of business activities and how they affect businesses, be they large or small, UK or internationally focussed and in different sectors such as service or manufacturing.

You will learn how to analyse competitive environments and markets; assess how ethical, environmental, and technological factors influence decision making; use a range of quantitative and non-quantitative data to evaluate strategic and functional options; understand how decision made affect stakeholders and how they will respond.

You will also develop your critical analysis, decision-making and problem-solving skills.

The knowledge and skills gained on this course can be utilised in a vast range of business and management fields, are transferable across many areas of study and professions and can be used to manage your personal decision-making, planning and finances.

A Level Business Studies opens up many options for students at university, and there are many courses available with permutations of Business/Management/Administration/ Accounting and Finance.

Business and Management graduates typically progress to careers in areas such as business development, marketing, recruitment and banking, although plenty of other options are available.

COURSE OVERVIEW The course is structured into four themes and consists of externally examined papers. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

ASSESSMENT Assessment: students will sit 3 exam papers in May/June series

Paper 1 Marketing, people and global businesses 35%

Paper 2 Business activities, decisions and strategy are weighted at 35% each.

Paper 3 Investigating business in a competitive environment is weighted at 30%

Chemistry

COURSE LEADER Ms E Coogan

COURSE A Level Chemistry A (OCR)

HOW IS THE COURSE DELIVERED? The course is taught with a student-centered approach, which develops students' knowledge and understanding by using practical work, analysis and problem solving. The content is delivered in several different ways: lecture style, group work, research and practical based work in the laboratory. There will be periodic assessments to monitor progress to address any issues that arise. Students will carry out a number of practical tasks that will be assessed and form part of a practical endorsement award. Students will be provided with an OCR textbook, and are actively encouraged to deepen their knowledge through further reading. Students will have access to our VLE, accessible both at school and from home, which has a wealth of resources covering tutorials, extension work, sample assessments and a host of other support materials. We use Microsoft OneNote as working document, again all students have access to this, along with a class notes, our OneNote has a full breakdown of content in an easy to follow planner.. Students are encouraged to explore the subject and to seek teacher support whenever it is needed.

WHY SHOULD I TAKE THIS COURSE? A Level Chemistry is a must for degrees in medicine, veterinary science and dentistry and can open up a range of careers and higher education courses in optometry, physiotherapy, pharmaceutical sciences, forensic science, biomedical and biological sciences, environmental health and food sciences. A level Chemistry can also help gain direct entry into employment, especially into the scientific and related sectors. Chemistry helps us to understand

the world around us, from why leaves change colour to discovering invisible pollutants in the air.

Chemistry is sometimes known as the "central science" because it helps to connect physical sciences, like maths and physics, with applied sciences, like biology, medicine and engineering.

Chemistry helps you to develop research, problem solving and analytical skills. It helps to you challenge ideas and show how you worked things out through logic and step-by-step reasoning. Chemistry often requires teamwork and communication skills, which is great for project management.

COURSE OVERVIEW

Module 1: Development of practical skills in chemistry

Delivered throughout the course to compliment the concepts within Modules 2 – 6. These are assessed as part of the practical endorsement element of this course (required by Universities).

Module 2: Foundations in chemistry

Atoms, compounds, molecules and equations; Amount of substance; Acid-base and redox reactions; Electrons, bonding and structure.

Module 3: Periodic table and energy

The periodic table and periodicity; Group 2 and the halogens; Qualitative analysis; Enthalpy changes; Reaction rates and equilibrium (qualitative).

Module 4: Core organic chemistry

Basic concepts; Hydrocarbons; Alcohols and haloalkanes; Organic synthesis; Analytical techniques (IR and MS).

Module 5: Physical chemistry and transition elements

Reaction rates and equilibrium (quantitative); pH and buffers; Enthalpy, entropy and free energy; Redox and electrode potentials; Transition elements.

Module 6: Organic chemistry and analysis

Aromatic compounds; Carbonyl compounds; Carboxylic acids and esters; Nitrogen compounds; Polymers; Organic synthesis; Chromatography and spectroscopy (NMR).

Teachers' excellent subject knowledge enables them to stretch students well through linking topics together.
Ofsted, 2016

Classical Civilisation

COURSE LEADER Mr A Elmer & Mr D Harrison

COURSE A Level Classical Civilisation (OCR)

HOW IS THE COURSE DELIVERED? For Classical Civilisation, every student will receive the OCR endorsed textbooks alongside copies of Homer's Odyssey and Virgil's Aeneid. These resources will be used in lessons to bring to life the lives of those from Ancient Greece and Ancient Rome. We will provide an extensive guidebook and visual source book which will enable the students to complete as much independent study as possible. The majority of lessons will be university style seminars where students will be encouraged to share their ideas and arguments based on their reading outside of the classroom and how they understand key aspects of Ancient Greek and Roman life. Students will be expected to complete regular low stakes testing to consolidate their key knowledge, alongside practising the more formal essay style questions. This course has been designed and will be taught in a way to give students a broad, coherent and rewarding understanding of the literature and culture of the Ancient World.

WHY SHOULD I TAKE THIS COURSE? Classical Civilisation is an enthralling subject which will enable students to develop their research and writing skills, and will also give them a deep appreciation for the Ancient World and its legacy. Classical Civilisation appeals to students who have an interest in the arts, humanities, languages and sciences.

Classical Civilisation is highly respected by universities and employers as it is a demanding course. The skills developed are transferable and will help students access science courses as well as History or other humanities subjects.

COURSE OVERVIEW

This course consists of three units which cover the literature of the Ancient World, 'Culture and Arts' and 'Beliefs and Ideas'. The first unit covered is the World of the Hero, where students will study the major literature of the time with particular focus on Homer's Odyssey and Virgil's Aeneid. Through studying and reading these two major works, students will develop a sophisticated understanding of the epics themselves, alongside the cultural and social contexts of them.

The module that will cover the Beliefs and Ideas component of the course is Greek Religion. Through the study of Greek Religion, students will gain a deep understanding and appreciation of how Greek religious ideas and beliefs permeated throughout the entirety of Greek society. This topic focuses on the roles played by the various Gods, how they were worshipped and how the Greek's belief system played a central role in their daily lives. Throughout Year 12, students will study the nature of the Olympian Gods, how the Ancient Greeks experienced the divine and the role religion played in broader Greek society. Throughout Year 13, students will study the acts of worship themselves, in particular the role of priests and where they worshipped, alongside this, we will consider the philosophical ideas that influenced their religion. This unit will pair very closely with Homer's Odyssey and the role of Gods through that journey.

The module that covers the Culture and Art component of the course is Imperial Image. Throughout this course, students will study the life of Augustus Caesar and investigate how he established himself as Rome's first Emperor. By examining a combination of literature and visual material from the period, as well as modern day scholarship, we explore several key themes throughout Augustus' life and career. The students will see how Augustus cultivated his public image during his own lifetime and assess the extent to which he managed to maintain this image in the long term. Students will take a chronological approach to this investigation, and throughout Year 12 they will examine how he rose to prominence following the murder of his adoptive father, Julius Caesar, and how he managed to establish himself at the top of the Roman political world. In Year 13, we will look at the reign of Augustus as Emperor of Rome, and how he was viewed by Roman society after his death. This unit pairs very closely with the text of Virgil's Aeneid.

Computer Science

COURSE LEADER Miss R Woodruff

COURSE A Level Computer Science (OCR)

HOW IS THE COURSE DELIVERED? You will always cover two topics alongside one another, ensuring you develop both your practical programming skills as well as theoretical knowledge simultaneously.

New content will be taught in class using group discussion, small introductory exercises, topic worksheets and practice exam questions. Each lesson will include extension work and additional reading to allow you to further your understanding of each topic beyond what is covered within the lesson.

There will be frequent assessments, covering a combination of the most recent topic and all previous topics. This will ensure you have the opportunity to hone your revision strategies, practice exam style and identify any target areas early enough to have a positive impact.

Towards the end of Year 12, the second topic being covered each term will be replaced by the Non-Examined Assessment (coursework). An excellent opportunity for you to produce a solution to a problem you care about and in any programming language you are passionate about learning or developing.

As a sixth form student, you are given more responsibility over your own time management and the amount of work you complete outside the set lessons. Your teacher will continue to support you through this but expectations of attitude and work will be high!

WHY SHOULD I TAKE THIS COURSE? We are currently living in The Digital Age, where technology and both the access to and control of information is the driving force behind our modern society.

You name it, computing influences and affects everything we do. From science, technology, manufacturing, research, medicine, advertising, socialising, travel, defence, aerospace, agriculture, retail to anything else you can think of.

Computing involves everyone, in every walk of life, which means your career possibilities with this qualification are endlessly transferable, highly sought after and often competitively paid!

COURSE OVERVIEW You will be studying the OCR Computer Science A Level specification. Although this is a practical course, 80% of your understanding will be assessed through written examinations at the end of your two years of study. 20% of the course will be assessed through the Non-Examined Assessment, a coursework project started at the end of Year 12.

Paper 1 (Computer Systems) – 40%, 2:30 hours

System architecture, software development, exchanging data, data types/structures/algorithms, legal/ethical/cultural/environmental impacts.

Paper 2 (Algorithms and Programming) – 40%, 2:30 hours

Computational thinking, problem solving and programming, algorithms to solve problems.

NEA – 20%

Analysis, design, development, testing, evaluation.

“In the sixth form, students confidently present their ideas. They discuss and debate, which helps refine their thinking and develop their knowledge. Sixth form students view the world critically. They understand how important it is to use evidence to support their thinking. This will equip them well in the future” Ofsted, 2022

Economics

COURSE LEADER Mrs V Kennedy

COURSE A Level Economics (Pearson Edexcel)

HOW IS THE COURSE DELIVERED? Content will be taught through a mixture of PowerPoints, debates, research projects and discussions. Students will be expected to work individually and in groups.

WHY SHOULD I TAKE THIS COURSE? One of the main reasons why people study Economics is because they aim to follow careers in finance, banking, business or government and politics. If you wish to pursue a degree in Government and Politics or Business, Law or History, then Economics will equip you with excellent foundational knowledge and skills.

Economics affords you the opportunity to understand the impact that government policies have on your everyday life experiences. Issues about why prices go up or down or why government decides on certain policies. It will give you an insight into how countries negotiate with each other for scarce resources in a world of dwindling and finite resources.

Historically, Economics has been very closely aligned to Politics because many Economics models can be superimposed on Political models and you will be able to see how the command economy could be likened to a communist or autocratic political setup as opposed to a free-market economy being likened to a socialist political setup. You will then begin to see how the role of governments and politics affects your personal freedoms, choices and quality of life.

You will begin to understand more about economic recessions and booms and how economic phenomena, such as inflation, interest rates, supply and demand for goods and services affect each

other in the broader economy.

COURSE OVERVIEW Economics is an interesting, important, and useful subject that will engage you in debates, not only covering economic theory but historical trends, sociological, political and scientific issues as you become much more aware of the economic issues that affect you, your country, the world and all who inhabit our beautiful planet.

ASSESSMENT Economics A level is structured into four themes and consists of three externally examined papers. Students build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

Theme 1: Introduction to Markets and Market Failure

Theme 2: The UK Economy – performance and policies

Theme 3: Business Behaviour and the Labour Market

Theme 4: A Global Perspective

Paper 1: Markets and business behaviour

- Externally assessed
- Availability: May/June
- 35% of the total qualification
- Overview of content Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3.

Paper 2: The national and global economy

- Externally assessed
- Availability: May/June
- 35% of the total qualification
- Overview of content Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4.

Paper 3: Microeconomics and macroeconomics

- Externally assessed
- Availability: May/June
- 30% of the total qualification
- Overview of content Paper 3 will assess content across all four themes. Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes.

English Literature

COURSE LEADER Mrs H Oakes

COURSE A level English Literature (Edexcel)

HOW IS THE COURSE DELIVERED? You will read, discuss and actively explore a range of set texts, as well as having the exciting opportunity to pursue your own literary passion by choosing your own texts to study for coursework (NEA). In exploring these texts we think about writers' methods, but also about the portrayal of some of the most universal human emotions and experiences.

The focus of the course is lively and varied, and your own independent reading will be crucial throughout the course but particularly in the coursework unit when you will have the opportunity to choose your own texts to research and write about. As such, you need to be self-motivated, conscientious and, above all, a committed reader with interesting interpretations and the confidence to express them.

WHY SHOULD I TAKE THIS COURSE? English Literature provides an excellent foundation for your future whichever path you decide to go down and is a facilitating subject for whatever degree you decide to take at university. Subjects which particularly complement the study of English Literature include: Government & Politics, History, Modern Languages and Religious Studies.

COURSE OVERVIEW Books are at the heart of our course, and it covers the three genres of Drama, Prose and Poetry.

COURSEWORK (NEA) A comparative essay based on two texts linked by theme, movement, author or genre.

DRAMA You will study the Shakesperean tragedy, *Hamlet*, exploring plot, character and themes. In addition, you will study an anthology of critical material relating to the play and explore the text in the light of these critical views. The second drama text is *A Streetcar Named Desire*, by Tennessee Williams. Students answer one exam question on each play studied.

PROSE You will study two novels linked by the theme of the supernatural: *Dracula* and *The Picture of Dorian Gray*. As well as exploring the plot, character, themes and structure of these texts, you will relate them to their genre and context. This unit develops your comparative skills as the exam requires an essay comparing the two texts.

POETRY You will study a collection of modern, post-2000 poetry, learning the skills of poetry analysis. The exam requires you to compare one of the poems from the collection with an unseen poem. In addition, you will study a collection of poetry linked by poet or era and respond to an exam question in which you have to explore a theme across two of the poems.



French

COURSE LEADER Mrs M Dalby

COURSE A Level French (AQA)

HOW IS THE COURSE DELIVERED? Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills. They will do this by using authentic spoken and written sources in French.

Students will also benefit from having weekly individual conversation classes with the French Assistant.

WHY SHOULD I TAKE THIS COURSE? A study of French supports both Arts and Science subjects and is highly valued as preparation for many courses and careers. A glance at the Appointments column of a national newspaper or the Modern Foreign Languages Open Doors notice board will reflect the value of a modern language qualification in almost every career field.

Teaching, Translation and Interpretation are areas where languages are used directly.

Universities also offer a variety of courses where languages can be studied on their own or in combination with other subjects.

COURSE OVERVIEW The A Level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society.

The content is suitable for students who wish to progress to employment or further study, including a modern languages degree.

The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change.

In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries.

In the second year further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. The assessment is through two written exam papers and an oral examination at the end of the two years.

We also study a literary topic and a film which further develops the study of the culture of French speaking countries.

My advice is that students should consider where they are going to get the best support in their learning, and where the A levels they wish to study are offered.

It is important that students pick an environment they know they can thrive in so that they are able to make the best of their time in Sixth Form.

I enjoy the courses that I study because they all compliment each other to give me an understanding of why humans behave as they do and how the historical and cultural context affects this.

Katie Tooley

Geography

COURSE LEADER Miss S Newton

COURSE A Level Geography (EdExcel)

HOW IS THE COURSE DELIVERED? An enquiry-based syllabus such as this encourages a variety of teaching and learning styles. Much emphasis is placed on developing critical thinking skills through various activities such as challenges, presentations, discussions and personal research to name a few. A wide variety of source material is used including photographs, maps, diagrams, cartoons, text, newspapers, television and time spent in the field. Students will gain confidence using Geographical Information Systems (GIS) software such as GISCloud and ArcGIS to collect and present their primary data professionally.

WHY SHOULD I TAKE THIS COURSE? Choosing geography at school can open the doors to a university degree, either specifically in geography or by combining geography with other A Levels to gain a place on a degree programme in another subject. An A Level in geography is recognised for its academic 'robustness' and, most importantly, it also helps young people into the world of work.

We know this is true because so many employers prize the knowledge and skills that studying geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills – and much more. You will find geographers working in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities or retail. Studying geography can help young people achieve careers that are professionally and financially rewarding and also enjoyable.

COURSE OVERVIEW

Over the two-year course students will follow an issues-based approach to studying geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change.

The course content is framed by enquiry questions that encourage an investigative and evaluative approach to learning. Students will undertake an independent investigation on a geographical topic of their choice. The investigations follow the same structure as university dissertations and therefore provide invaluable experience for higher study whilst allowing students to peruse their own interests and specialisms.

The course enables students to engage critically with real world issues and places, apply their own geographical knowledge, understanding and skills to make sense of the world around them, and to help prepare them to succeed in their chosen pathway.

“Former students who now work in a range of professional settings remain in contact with the school. They have become inspirational role models to pupils. They provide sixth-form students with essential advice and crucial work experience to prepare them for their professional lives.”

“Pupils are open minded and confident. They embrace diversity, respect difference and understand other world religions. Pupils say, ‘It is a school where it is OK to be different’.”

Ofsted 2022

Government & Politics

COURSE LEADER Mrs C Titcombe

COURSE A Level Government & Politics

HOW IS THE COURSE DELIVERED? There are a wide range of resources used; PowerPoint presentations, regular debates, YouTube videos; Political commentaries; UCL constitutional unit information; textbooks for each section of the course; political cartoons, pupil presentations, visit to the Houses of Parliament in conjunction with the Parliament Education Service with a tour of both chambers and opportunity to watch both debating chambers in action.

There is a relatively relaxed seminar style teaching technique on the course to encourage maximum pupil participation in lessons.

WHY SHOULD I TAKE THIS COURSE? You will learn how politicians and political systems use and distribute power and authority nationally and internationally, allowing you to understand how the political world works. You will learn the answers to key political questions such as, Do we have the political leaders we deserve? Do MPs represent us, themselves or their party in parliament? Does the political system represent everybody equally or just the rich and powerful? The subject is a gateway to a wide range of subject options beyond Sixth Form at university and into apprenticeships, leading to high profile careers in politics itself, the Civil Service (including the Foreign Office and Diplomatic Service), journalism, the City of London, and law, amongst many others. What you learn in Government and Politics will shape how you see the world. It will teach you to discuss, debate and evaluate arguments, thus developing your spoken and written language, giving you the confidence to develop and win arguments, very much a key life skill.

COURSE OVERVIEW

Unit 1: Government and Politics of the UK

- » UK government structure and systems including how Parliament operates, devolution, the role of the prime minister and cabinet.
- » UK politics including how democracy works, how we participate, voting systems used in the UK, the political parties and the impact of the media on politics in the UK.

Unit 2: US Government and Politics

- » The constitutional framework of US government; the legislative, executive and judicial branches of government.
- » The electoral process and direct democracy, political parties, pressure groups and civil rights.
- » Comparative UK and US politics.

Unit 3 – Political Theory

- » Liberalism
- » Socialism
- » Conservatism
- » Anarchism

The final exam comprises of a 2 hour written paper on each of the above units. The style of the exam is short answer questions; an extract question and one essay question from a choice of essay titles.

“Students’ personal development is well structured through tutor times, assemblies and religious studies lessons. For example, in tutor time students are well prepared for life in modern Britain through lessons in personal finance.

Ofsted, 2016

Health & Social Care

COURSE LEADER Mrs R Blewitt

COURSE Cambridge Technical Extended Certificate (OCR)

HOW IS THE COURSE DELIVERED? Content will be taught through a mixture of PowerPoints, lectures, research projects and discussions. Students will be expected to work individually and in groups. Students will produce coursework on a variety of subjects to form a portfolio and sit 3 external examinations.

WHY SHOULD I TAKE THIS COURSE? This qualification is suitable for students who want to study health science, social care or childcare. It provides the skills, knowledge and understanding to progress into higher education on a health and social care programme such as nursing, social work or health and social care. The qualification covers health and social care in wider contexts of different environments and settings where care takes place and the importance of communication, legislation and developing a person-centred approach in the care given.

COURSE OVERVIEW **Year 1 (Cambridge Technical Certificate)**
Unit 1: Building positive relationships in health and social care
An introduction to the different relationships that you may encounter within the health, child or social care sector. Students will learn about how the person centred approach builds positive relationships.

Unit 2: Equality, Diversity and rights in health and social care

This unit builds an understanding of the implications of diversity on practice and also the effects of discriminatory practice on individuals who require

care or support. This will include a look at legislation, national initiatives promoting anti-discriminatory practice and the strategies used to promote equality, respect diversity and support individuals' rights.

Unit 3: Health, safety and security in health and social care

Students will acquire the necessary knowledge and skills to equip them in maintaining a safe working environment for themselves, colleagues and individuals who require care and support. Students will also examine how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them.

Year 2 (Cambridge Technical Extended Certificate)

Unit 4: Anatomy of Physiology for Health and Social Care

This unit introduces students to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory, nervous and digestive systems. Students will also investigate what happens when these systems go wrong, the effects on individuals concerned and what has to be done on a daily basis to enable them to lead as full and independent a life as possible.

Unit 10: Nutrition for Health

How does what we eat impact our health? What is healthy eating? How do we promote healthy eating? This unit looks at the impact of nutrition on well-being and health. Topics that will be studied include obesity, the impact of poor nutrition on the NHS, and what the components of good nutrition are. Students will also have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being.

Unit 13: Sexual Health, Reproduction & Early Developmental stages

In this unit students learn about sexual health and types of contraception. The topic then moves on to conception, prenatal health, stages of fetal development, birth and the first year of a baby's life.

History

COURSE LEADER Mr K Murphy

COURSE A Level History (AQA)

HOW IS THE COURSE DELIVERED? Every student will receive a copy of the AQA endorsed textbook, which will be brought to life through the use of Powerpoints, videos and role-plays. In order to prepare students for further education, they will also be provided with a resource list (with suggestions of articles, books, podcasts and videos) so that they can complete as much independent study as possible. Most lessons will also include university style seminar sessions in which students will be invited to put forward their own interpretations of the causes and consequences of events, and of the role of key individuals. Students will also be expected to complete regular assessments in the form of low-stakes tests to consolidate their knowledge and understanding as well as more formal essay questions to improve their exam technique.

WHY SHOULD I TAKE THIS COURSE? History is an indispensable subject for any student with an enquiring mind and a desire to improve their research and analytical writing skills. In this way it suits students who are interested in the Arts, Humanities, Languages and the Sciences. Common subject combinations therefore have included Art, English, Government and Politics, Sociology, Maths, Physics, Chemistry and Biology. Most students who choose History at A-Level do so because they have a genuine interest in the subject and enjoy it.

Many students go on to study History or another 'Arts/Social Science' subjects at degree level. However, the subject has also proved popular

with students applying for places on medicine and veterinary courses. History is highly regarded by universities and employers as it is a demanding subject and can often be a pathway into careers as diverse as the media, government, heritage organisations, conservation, teaching, museums, the police and law.

COURSE OVERVIEW This course includes a Breadth Study which looks at an extended period and enables students to develop secure understanding of the process of change over time; and a Depth Study which provides the opportunity to develop detailed knowledge and understanding of the complexity of the historical process through detailed focus.

The syllabus includes a depth study on 'The Tudors: England, 1485-1603' which allows students to study in breadth issues of change, continuity, cause and consequence through a series of enquiry questions. The Year 12 course covers the consolidation of the Tudor Dynasty (1485-1547) from the Battle of Bosworth to the death of Henry VII; the Year 13 course covers the reigns of Edward VI and Mary I in 'the Mid-Tudor Crisis' and finishes with 'The Triumph of Elizabeth, 1563-1603).

Our Depth Study, 'The American Dream: reality and illusion, 1945-1980' helps students better understand the USA today. By looking at the challenges faced by the USA as it emerged from the Second World War as a Superpower. The Year 12 course focuses on the years 1945-1963 covering Truman and Post-war America, tranquility and crisis under Eisenhower and John F Kennedy's New Frontier. In Year 13 students study the Johnson presidency, the Republican reaction under Nixon and the USA under Ford and Carter.

The final part of the course is a 'Historical Investigation' (non-exam assessment) in which students will study the abolition of the Slave Trade in 1807 and Slavery in 1833. Their research will focus on two competing interpretations written by historians Eric Williams and James Walvin, as well as primary sources. This unit is particularly relevant at this time in the wake of the Black Lives Matter movement and the pulling down of Edward Colston's statue in 2020.

History of Art

COURSE LEADER Ms C Chacksfield

COURSE A Level History of Art Edexcel

HOW IS THE COURSE DELIVERED? Classes are highly interactive, and you are encouraged to discuss, debate and present your ideas to both your teacher and each other. As a result, you will gain a better understanding of painting, sculpture and architecture in the context of their art historical periods.

Learning takes place both in galleries and museums and in the classroom, using digital slides and films. The course will also teach you vital essay writing skills, preparing you not just for examination but also for life beyond A level.

A number of local and national trips to galleries and museums in Cambridge, London and Norwich will provide essential stimuli for you to develop your ideas and responses, enabling you to learn more about artists and the context of their work.

A short international visit to Venice or Paris will form an exciting opportunity for students to develop a deeper understanding of the different cultural contexts for artworks as well as give you opportunities to see key artworks first hand.

WHY SHOULD I TAKE THIS COURSE? History of Art provides exceptional preparation for many careers where critical thinking and evidence play a crucial role in decision making, as well as careers in the arts. In a world that increasingly communicates visually, we need art historians to interpret the world, to understand the past and look to the future.

From the Renaissance to Surrealism, A level History

of Art will provide you with the skills to read imagery and to better understand the world around you.

Students can progress from this qualification to:

- higher education courses in related subjects, including Art History, History and Art and Design.
- a wide range of other higher education courses in other subjects that require general analytical and interpretative skills
- work in museums and galleries
- careers in sectors that require visual literacy and analytical skills, such as advertising, marketing, communications.

COURSE OVERVIEW You will be working towards completing two exams in year 13, each lasting 3 hours.

Paper 1: Visual Analysis and Themes - 50% of final grade

- Nature in art and identities in art

Paper 2: Periods - 50% of final grade

- Rebellion and revival: the British and French Avant-Garde (1848–99)
- Brave new world: Modernism in Europe (1900–39)

No prior knowledge of art history is expected in order to study this subject, but an enjoyment of the work of artists and architects is essential. Students who would benefit most from studying this qualification are likely to have a Level 2 qualification in Art and Design, a GCSE in History, or another humanities subject so that you feel confident to analyse works in written formats.

I chose St Benedict's due to the focus and freedom teachers place on super curricular activities. If you have an idea, teachers are very quick to encourage you. I started an English Society and invited guest speakers in, an idea that was encouraged and supported. I feel that the high ratio of teachers to students allows this.

Bethinn Feely

Mathematics

COURSE LEADER Mr H Jogee

COURSE A Level Mathematics (OCR)

HOW IS THE COURSE DELIVERED? The elements of the Maths course will be developed and taught in class, with exercises to consolidate understanding. Discussion of ideas is an important part of the course and there will be a mixture of individual and group working. Use is also made of the MEI web site materials, which provides excellent support for students out of school. Teachers of the course have a wealth of experience and expertise in the delivery of the material and are well versed in embedding the use of technology in teaching, which is an integral part of the course. We continue to keep abreast of changes and encourage a problem solving approach using modelling in lessons.

WHY SHOULD I TAKE THIS COURSE? A Level Mathematics encourages learners to think, act and communicate mathematically and provides the skills needed to analyse situations present in the world around us.

It is very useful in many fields, including Banking/ Finance, Accountancy/Insurance and Architecture/ Surveying, and highly regarded by Universities.

Mathematics is often preferred to Biology for Medicine degrees and, combined with a language and History/English, is very well thought of as an entry to Law /Business courses. It is also useful in understanding the statistical side of Sociology and Psychology.

COURSE OVERVIEW

The A Level course consists of 3 elements, Pure maths and two applied ones in Mechanics and Statistics.

Pure Mathematics involves studying advanced algebraic techniques, further calculus, the language of functions, trigonometry for differentiation and integration, logs & exponentials, vectors and numerical methods. Mechanics involves working on kinematics, forces, Newton's laws and motion under gravity, friction and simple moments. In Statistics work covers organising and representing data from a sample, using the Binomial distribution, statistical hypothesis testing, probability calculations and the Normal distribution.

The course is assessed using three papers, Pure with Mechanics, Pure with Statistics and Pure with Comprehension. Each paper is two hours long with an equal weighting on the first two and a slightly lower one on the third paper. The Comprehension section involves an unseen passage based on the Pure Maths content and tends to have an application to situations in context.

“Disadvantaged students make progress that is above that of other pupils nationally.”

Ofsted, 2016

An Extraordinary Aim

Our students are given opportunities to reflect on all aspects of their time in the Sixth Form, to work with the lower school and to be part of the whole school community. We see academic achievement as a by-product of personal and spiritual growth, intellectual challenge and excellent educational experience.

Further Mathematics

COURSE LEADER Mr H Jogee

COURSE Further Mathematics (OCR)

HOW IS THE COURSE DELIVERED? Great use is made of the MEI Integral Maths resources which the school subscribes to. It has all the course material required for the final assessments and provides pupils with notes, examples, videos, interactive tools and assessments with solutions. Using the resource is a key component in consolidating work covered in lessons and gives a greater understanding of the course material. The group tends to be very small, so there is a great deal of discussion and there is lots of opportunity for one to one instruction. The course is taught by two very able Mathematicians with numerous years of experience. Both teachers have an excellent grasp on changes in maths and have good skills in using technology to enhance the learning of topics that at this level are highly demanding. Pupils are given greater independence but are supported to ensure that the best outcomes are achieved for them.

WHY SHOULD I TAKE THIS COURSE? A Level Further Mathematics is very useful in many fields, including Banking/Finance, Accountancy/Insurance and Architecture/Surveying and is regarded very highly by Universities and for some Universities it is essential to have Further Maths if you want to do a Maths degree. This is one of the major reasons that pupils take up Further Maths.

The course enhances statistical analysis skills which are useful in numerous fields and are sort after in the retail industry and many other businesses. If it is a challenge you are after this is certainly the course to sign up for.

COURSE OVERVIEW

The course consists of a Further Pure section and then a choice of three minor sections or a major and one minor. We have chosen the former. There are several minors to choose from and we opt for Mechanics, Statistics and Numerical Methods. This offers both a good variety and familiarity for students wanting to study Maths further. The topics covered in the Pure Maths A Level are studied in greater depth, with some new topics introduced. Algebraic work and calculus are extended; the powerful proof by induction is used in various contexts and new topics such as Polar coordinates, Complex numbers, Power Series, Matrices and Hyperbolic Functions are studied. Mechanics topics such as forces and moments are extended with the introduction of rigid bodies in equilibrium, work and energy, impulse and collisions. Similarly in Statistics, data from samples is worked on to make inferences on the population and bivariate data is investigated. There is further Hypothesis testing, simulation, tests for correlation and association and modelling using regression.

The course is assessed using four papers:

- » Core Pure (50% weighting)
- » Mechanics minor (16.7%)
- » Statistics minor (16.7%)
- » Numerical Methods (16.7%)

An Extraordinary Aim

We are not just another 'ordinary' Sixth Form provider. We are a Sixth Form with an established track record of high achievement for all, borne out of the desire to develop and support extraordinary young people who will go on to make a difference.

“Teaching, learning and assessment in the sixth form are consistently challenging for students of different abilities.”

Ofsted, 2016

Medical Science

COURSE LEADER Mr W Stafford

COURSE Level 3 Diploma in Medical Science (WJEC)

HOW IS THE COURSE DELIVERED? Content will be delivered through a variety of methods, including typical PowerPoint and lecture style sessions, independent research tasks, group discussion and in hands-on practical sessions with equipment. Model assignments will be completed independently using ICT and other appropriate resources.

WHY SHOULD I TAKE THIS COURSE? Medical Science is the science of dealing with the maintenance of health and the prevention and treatment of diseases. This course is designed for learners who are interested in careers related to healthcare and medical research. Medical scientists are at the forefront of healthcare services, as they are vital in the diagnosis of disease, determining the effectiveness of treatments and searching for new cures.

This qualification equips learners with scientific knowledge and understanding, as well as practical skills that would support progression to a range of job roles within health care. Job roles such as those within the areas of life sciences, i.e. carrying out a range of laboratory and scientific tests to support the diagnosis and treatment of disease, this could include microscopic examination of tissue samples, analysis of blood cells to investigate anaemia or analysis of samples to identify the cause of an infection. Alternatively, there would also be opportunities to progress to job roles within the physiological sciences, working directly with patients, measuring and evaluating particular organ and systems, such as scientists working in

neurophysiology recording the electrical activity in the brain. The course also prepares for progression to higher education to a range of Applied Science programmes, such as biomedical science, life sciences, and physiology.

COURSE OVERVIEW

Year 1

- Human health and disease (**exam**) – students develop knowledge and understanding of human anatomy and physiology, including how these systems can go wrong.
- Physiological measurement techniques (**assignment**) – students develop an understanding of physiological measurement techniques that can be used to assess the body systems. Students will perform the tests and be able to interpret the results.
- Medical Science research methods (**assignment**) – students will use knowledge of research methods to conduct their own research, process the data they collect and make evidence-based conclusions.

Year 2

- Medicines and treatment of disease (**assignment**) – students will learn about how medicines work to bring about effective treatments for diseases and disorders.
- Clinical laboratory techniques (**assignment**) – students will develop and understanding of biochemical and microbiological techniques, perform these, and interpret the results of their tests.
- Medical case study (**exam**) – this is a synoptic unit which assesses students' knowledge from the two years of study.

Community

Despite our academic ambitions for our students, our primary concern in all things is for the well-being of young people. Excellent Post 16 results come as a result of positive learning experiences and students being given the opportunity to grow and develop academically, morally and personally.

Physics

COURSE LEADER Mr J D'Mello

COURSE A Level Physics (OCR)

HOW IS THE COURSE DELIVERED? Physics A level is taught in both practical and theoretical lessons. Experiments reflect the topics being taught wherever possible and are chosen to specifically develop skills practical skills and the scientific method.

WHY SHOULD I TAKE THIS COURSE? Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles. It is crucial to making sense of the world around us, and the world beyond us. Physics has the ability to challenge our imaginations with concepts like general relativity and string theory, and it leads to great discoveries, like computers and lasers, that lead to technologies which change our lives.

Studying physics leads to many different careers but also helps to develop a methodical approach to solving problems. It is an A level which is highly respected by employers and possible careers include medicine & clinical scientists, engineering – mechanical, electrical, civil, sound engineering & television production, weather forecasting, climatology, meteorology, geophysicists, banking, optometry, nuclear physics, patent & trademark law, computer programmers, marine engineers, vehicle design & architecture – and not to mention research areas including astrophysics, quantum mechanics, high energy physics, solid state physics and so on. The list of careers where physics A level is of use is endless and if none of that appeals – perhaps a career as a TV scientist!

COURSE OVERVIEW

Module 1: Development of practical skills in physics

Module 2: Foundations of physics

The aim of this module is to introduce important conventions and ideas that permeate the fabric of physics. Topics include SI units, scalars and vectors.

Module 3: Forces and motion

In this module, students 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.

Module 4: Electrons, waves and photons

Module 4 covers a wide range of physics including electrons, electric current electrical circuits, wave properties, electromagnetic waves and quantum physics.

Module 5: Newtonian world and astrophysics

Students discover the laws relating to and governing thermal physics, circular motion, oscillations, gravitational fields, astrophysics and cosmology.

Module 6: Particles and medical physics

Topics in this module include capacitance, electric fields, electromagnetism, nuclear physics, particle physics and medical imaging.

ASSESSMENT Modelling physics (01)

100 marks 2 hours 15 minutes written paper 37% of total A level

Exploring physics (02)

100 marks 2 hours 15 minutes written paper 37% of total A level

Unified physics (03) 70 marks 1 hour 30 minutes written paper 26% of total A level

Practical Endorsement in physics (04) (non exam assessment)

A series of 12 practical tasks done throughout the course.

The practical skills are assessed in the above exam papers but each practical task needs be passed for students to get the Physics A Level with Practical Endorsement on their certificate.

Physical Education

COURSE LEADER Mrs S Wright

COURSE A Level Physical Education (OCR)

HOW IS THE COURSE DELIVERED? Students will have 10 lessons a fortnight, 5 based on the Physiological factors affecting performance and 5 based on Sports Psychology and Socio-cultural aspects of physical education. This course is delivered using a variety of teaching styles and we use practical lessons where necessary to help build and develop pupil's knowledge and understanding. All resources used throughout the course are accessible to teachers and pupils through the student shared area and all pupils will need to purchase an OCR A level PE text book to help with their studies over both years.

Pupils will need to compete or coach outside of school for the practical element of this course. They will produce video evidence of their performance to be assessed. With this, they also need a log book of training sessions and competition hours that they have completed. The course also has a Non-Examined Assessment (NEA, Coursework): The Evaluation and Analysis of Performance for Improvement (EAPI). This involves pupils analysing a performance and giving a presentation on strengths and weaknesses of the performance, giving action plans for the performer and linking all of this to the content they have learnt on the course.

WHY SHOULD I TAKE THIS COURSE? This is a very interesting and challenging course that covers a wide range of skills. It is great for students who have an interest in sport, human biology, psychology and the world of sport and for those considering a future in PE, Sports Medicine,

Psychology, Sociology and Biology. The course is often taken alongside biology as there are many cross curricular links.

COURSE OVERVIEW OCR's A Level in Physical Education will equip learners with both a depth and breadth of knowledge, understanding and skills relating to scientific, psychological, socio-cultural and practical aspects of physical education.

ASSESSMENT

Component	Marks	Duration	Weighting
Physiological factors affecting performance (01)	90	2 hours	30%
Psychological factors affecting performance (02)	60	1 hour	20%
Socio-cultural issues in physical activity and sport (03)	60	1 hour	20%
Practical performance (05)	30		15%
Non-exam assessment			
Evaluating and analysing performance for improvement EAPI (06)	30		15%
Non-exam assessment			

* Examination is weighted up to 90 marks to equal the total marks combined for the two tasks.

All components include synoptic assessment.

Students who are retaking a qualification may carry forward their result for the non-exam assessment component.

Students must complete all components (01, 02, 03, 05 and 06) to be awarded the OCR A Level in Physical Education



Product Design

COURSE LEADER Ms C Chacksfield

COURSE A Level Product Design (WJEC)

HOW IS THE COURSE DELIVERED? A variety of class based exercises are used in preparation for the theory exam; product analysis, focused practical tasks and dedicated design and make challenges.

In the first term of Year 12 students consolidate the work carried out in the GCSE course with an emphasis on developing CAD/CAM skills and increasing their knowledge of existing products. A wider perspective on products and their place in our lives is considered using a 'from the cradle to the grave' approach. A familiar product eg the angle poise lamp will provide students with the opportunity to consider various design factors, construction techniques, fitness for purpose concepts as well as an opportunity to further develop.

There are a range of resources and facilities available including; various text and reference books, design magazines, research and support materials on the schools VLE, CAD/CAM laser and vinyl cutter as well as traditional workshop machinery and tools.

WHY SHOULD I TAKE THIS COURSE? Students who like problem solving activities and considering the world we live in will be challenged by different tasks. Following the design process students are provided with opportunities to develop and put into practice their research and analytical skills, design development, manufacturing techniques and testing applications.

There are many opportunities to use skills and knowledge developed in other subject areas including, English language, maths, physics, history,

and art. In project work students must consider relevant economic, moral, social, and environmental issues. Sustainability is nowadays at the heart of good design.

Career opportunities are very varied, but include engineering, architecture, interior design, urban planning, product design, education, fashion design and research and development.

COURSE OVERVIEW NEA project (approx. 100 hours)

Students choose their own contextual focus that will form the basis of this extended portfolio project. In recent years some of the student choices have been meeting the needs of tourists, considering the medical care for people with dementia, minimising the environmental impact, educational equipment for poorer countries, musical instruments, and improving the efficiency of the postal service.

Students produce a design folder, use a sketch book, make prototype models and develop a final functioning product. Using an iterative design process, they have to demonstrate how their product idea will evolve over a period of time whilst considering key issues such as ergonomics and meeting the needs, wants and values of potential users.

Theory examination (3 hours)

There are 10 compulsory questions which test the breadth of the students understanding of materials, manufacturing processes, mathematics, design methods and the world we live in. The theory involved is wide ranging and students regularly practice exam questions to help them assimilate their knowledge.

“Students have extensive leadership opportunities in the sixth form which enhance their personal development. For example, post-16 students act as mentors for younger pupils.”

Ofsted, 2016

Psychology

COURSE LEADER Miss P Baker

COURSE A Level Psychology (OCR)

HOW IS THE COURSE DELIVERED? Content will be delivered through a variety of methods, including typical PowerPoint and lecture style sessions, as well as more hands-on, practical sessions, requiring students to be both researcher and participant in our class-conducted research projects. The course is assessed with three final 2 hour exams (outlined below) with each contributing approximately 1/3rd of the marks.

WHY SHOULD I TAKE THIS COURSE? Psychology is a fascinating topic to study, allowing those who choose to study it to delve deep into the understanding of how and why we behave, think and feel the way we do about all manner of things. Why is it we are so obedient – even when asked to do something harmful? Can we alter people's memories of events? How do children learn aggression? Are people biologically determined to be criminal, and how do psychological factors affect athletes' ability to win? These are only a small number of the questions answered throughout the course. The beauty of Psychology is how well it can lend itself to a variety of disciplines, such as Sociology, Health and Social Care, and Religious Studies - just to name a few.

The skills students will develop and sharpen during the programme are incredibly desirable to employers, with qualifications in Psychology being the third most employable in 2017. As you can imagine, careers in Psychology are diverse, including roles such as: clinical psychology jobs within the NHS, rehabilitation work with the police and prison services, consultation work in advertising.

COURSE OVERVIEW

Research methods: 2 hours, 90 marks & 30% of the total A level

Where students will devise, conduct, and analyse their own research. This unit is essential to understanding the underpinnings of all psychological studies, and will specifically develop student's skills of critical thinking.

Psychological themes: 2 hours, 105 marks & 35% of the total A level

Where students will begin to examine and compare classical studies with more contemporary ones, evaluating the studies ethics, contributions to wider society, as well as our scientific understanding of phenomena including aggression in children, obedience to authority, the potential for memory manipulation. Students will debates and evaluate different areas and perspectives in psychology whilst applying the evaluative skills they learnt in the research methods section.

Applied Psychology: 2 hours, 105 marks & 35% of the total A level

Students will use all of the skills and knowledge from the previous topics and investigate the causes and treatments of mental illness, the psychology of criminality and police processes of evidence collection, and areas within Environmental psychology including managing environmental stress, office design strategy and environmental design to improve health and wellbeing.



Religious Studies

COURSE LEADER Mr D Wallace

COURSE A Level Religious Studies (OCR)

HOW IS THE COURSE DELIVERED? Content will be taught through a mixture of PowerPoints, lectures, discussion and activities. Some of which will be more teacher-led while other tasks will expect students to work more independently. Students will be expected to work individually and in groups. Students should have a willingness to explore ideas with an open mind and have the ability to read widely around the topics discussed.

WHY SHOULD I TAKE THIS COURSE? A qualification in Religious Studies is useful when applying for jobs or further and higher education courses in a wide variety of areas. Universities and employers recognise the opportunities it provides for students to debate, evaluate, analyse and study ethical issues. It offers a sound basis for a degree in Religious Studies, Theology, Philosophy, History, Law, Medicine and Sociology. It could lead to a career in areas such as teaching, social work and medicine.

COURSE OVERVIEW **Philosophy of Religion**
Ancient philosophical influences including Plato and Aristotle, The nature of the soul, mind and body, Arguments about the existence or non-existence of God including the teleological, cosmological and ontological arguments, The nature and impact of religious experience, The challenge for religious belief of the problem of evil, Ideas about the nature of God including omnipotence, omniscience, omnibenevolence, eternity and free will, Issues in religious language including the apophatic way, the cataphatic way and symbols.

Religion and Ethics

Normative ethical theories including Aquinas' Natural Law, Fletcher's Situation Ethics, Kantian Ethics and Utilitarianism, The application of ethical theory to two contemporary issues of importance, focusing on Euthanasia and Business Ethics, Ethical language and thought including Meta-Ethical theories, Debates surround the significant idea of conscience including Aquinas and Freud, Sexual ethics and the influence on ethical thought of developments in religious beliefs, focusing on premarital and extramarital sex and homosexuality.

Developments in Religious Thought

Students will focus on Christianity. Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world, Sources of religious wisdom and authority, Practices which shape and express religious identity and how these vary within a tradition. These are studied through looking at Augustine's teaching on human nature, Death and the Afterlife, Knowledge of God's existence, The person of Jesus Christ, Christian moral principles and Christian moral action. Significant social and historical developments in theology and religious thought, Key themes related to the relationship between religion and society.

These are studied through looking at religious pluralism and theology, religious pluralism and society, gender and society, gender and theology, the challenge of secularism, liberation theology and Marx.

High Aspiration

We support our students in achieving the very best, whether this is Medicine, Dentistry, Oxbridge or any other ambition. We have built our reputation on helping students achieve these aims and Ofsted noted in 2014 that 'The school is one of the top state schools in the country for progression to Oxford and Cambridge'.

Sociology

COURSE LEADER Mrs H Shepherd

COURSE A Level Sociology (AQA)

HOW IS THE COURSE DELIVERED? Content will be taught through a mixture of PowerPoints, lectures and discussion. Students will be expected to work individually and in groups.

WHY SHOULD I TAKE THIS COURSE? Sociology is a subject which encourages students to be more inquisitive; common sense assumptions are challenged and students learn to look at the social world in a different light. Students taking sociology will develop excellent analytical skills and through partaking in regular discussions, their communication skills will flourish. Sociology fits well with other social sciences such as Psychology, but is also a good subject to take alongside other humanities subjects such as RE and History. Furthermore, it is recognised by universities as a good subject to take alongside the sciences for students wishing to pursue a career in medicine. A qualification in sociology could lead to a career in the following areas: social research, criminology, social work, teaching, social policy, probation and many more.

COURSE OVERVIEW **Year 1**
Education with Theory and Methods

In this topic, students will look at the purpose of education, the factors that influence educational achievement in relation to social class, gender and ethnicity, the significance of educational policies and the research methods employed by sociologists in their study of education.

Health

In this topic, students will look at the social construction of health and illness, the differences

in health chances between social groups, the inequalities in provision of healthcare, the nature and distribution of mental illness and the role of health professionals.

Year 2

Beliefs in Society

In this topic, students will look at definitions of science and religion, different perspectives on religion, religious organisations such as sects, cults, and new age movements, and the significance of religion in the contemporary world.

Crime and Deviance

In this topic, students will look at different perspectives on the causes of crime and deviance, the social distribution of crime and deviance by ethnicity, gender and social class, globalisation and crime, green crime, state crime, and crime control and prevention. Part of this module includes a trip to London to the Royal Courts of Justice and the Old Bailey.

ASSESSMENT Assessment is with three exams sat in the summer of year 13.

Paper 1 – Education with Theory and Methods (2 hours)

Paper 2 – Topics in Sociology (2 hours)

Paper 3 – Crime and Deviance with Theory and Methods (2 hours)

Community

Despite our academic ambitions for our students, our primary concern in all things is for the well-being of young people. Excellent Post 16 results come as a result of positive learning experiences and students being given the opportunity to grow and develop academically, morally and personally in the Sixth Form. Our students are given opportunities to reflect on all aspects of their time in the Sixth Form, to work with the lower school and to be part of the whole school community.

Spanish

COURSE LEADER Mrs M Dalby

COURSE A Level Spanish (AQA)

HOW IS THE COURSE DELIVERED? Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish.

WHY SHOULD I TAKE THIS COURSE? A study of Spanish supports both Arts and Science subjects and is highly valued as preparation for many courses and careers. A glance at the 'Appointments' column of a national newspaper or the Modern Foreign Languages Open Doors notice board will reflect the value of a modern language qualification in almost every career field.

Teaching, Translation and Interpretation are areas where languages are used directly.

Universities also offer a variety of courses where languages can be studied on their own or in combination with other subjects.

COURSE OVERVIEW The A Level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree.

The approach is a focus on how Spanish-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together

with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement. The assessment is through two written exam papers and an oral examination at the end of the two years.

We also study a literary topic and a film which further develops the study of the culture of Spanish speaking countries.

I chose St Benedict's because of its friendly atmosphere with a focus on the individual. The small year groups really allow you to be known by the teachers and be given extra support and attention.

I think that the small supportive atmosphere within a setting focused on christian morals and values is what makes St Benedict's different to all other Sixth Forms. The caring christian ethos enables me to flourish in an environment I feel secure and cared for in.

During my time at St Benedict's I have been supported by my head of sixth form, who has taken the time to get to know us as individuals and give us the best support in our university applications. Without this input, as well as advice from other members of staff, I would not feel so clear about my future aspirations and what steps I need to take to get there.

Katie Tooley

What could you achieve with us?

Find out more about your **extraordinary future** at St Benedict's.



**St Benedict's
Catholic School**

Developing Wisdom, Compassion and Resilience
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