



St Benedict's
Catholic School
*Developing Wisdom, Compassion and Resilience
through Prayer and Work*



SIXTH FORM PROSPECTUS

2025/2026



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.

Imogen Senior

Mrs I Senior, Headteacher

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.



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



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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.



55% of grades awarded were A* - B in 2025

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.



24% of grades awarded were A/A* in 2025

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 19th December 2025, the application form can be found under the Sixth Form Tab on the school website. All students who complete an application 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 2026.



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Admissions@st-benedicts.suffolk.sch.uk

www.st-benedicts.suffolk.sch.uk

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 and 2023.

Subject Information

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

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 (grade 6 in maths highly recommended)
- » **Classical Civilisation:** Humanities subject 5
- » **Computer Science:** Computing 6 or Maths 6
- » **Economics:** Grade 5 in any English and a 6 in Maths
- » **English Literature:** English 6
- » **French:** French 5
- » **Geography:** Geography 5 (other humanities accepted if Geography 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 History not studied)
- » **History of Art:** 5/5 in humanities and art
- » **Maths:** Maths 6 (Grade 7 is highly recommended)
- » **Further Maths:** Maths 8
- » **Medical Science:** Biology 5 or 5/5 combined science
- » **Physics:** Physics 6 or combined science 6/7. Grade 6 in Maths is highly recommended.
- » **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 RE 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.

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.



Cambodia

St Benedict's is committed to a project of teaching English and supporting a developing rural community in northern Cambodia, near Siem Reap. Each year we take a group of students on a life changing trip where they experience first-hand how some of the world's poorest people live. All the while our students truly make a difference for a small group of financially less fortunate people, discovering how they make the best of life. The cultural exchange is certain to change your life.



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
- Fashion Society
- Literary Society
- History Society
- Book Club
- Football 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 provide essential stimuli to develop ideas, enabling students to learn more about artists and the context of their work.

A short international visit to Paris or Nice provides an exciting opportunity for students 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 gives students the opportunity to develop a host of transferable skills.

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 A Level Art alongside other subjects.

COURSE OVERVIEW

During the first term students investigate a theme of their own choice using media relevant to their own independent exploration. Visits to artist galleries and studios, life drawing sessions and specific skills based workshops such as printmaking help support 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 provides students with the opportunity to develop 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 a range of skills.

A critical study (1,000 - 3,000 words) further supports the portfolio of work and the practical aspect of the Personal Investigation by drawing on research from chosen artworks and relevant art movements. This written component is drafted with support from teachers.

ASSESSMENT There is a final timed assessment in controlled conditions over a period of 15 hrs in the Spring term of year 13 (Max 96 marks available). The outcome of this often forms the conclusion of the Personal Investigation and gives students the opportunity to showcase the skills they have learnt across the two years.

Both components of work 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-centred 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 are periodic assessments to monitor progress to address any issues that arise. Students carry out a number of practical tasks that are assessed and form part of a practical endorsement award. Students will be loaned 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 develop 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 world,

with typical routes for our students including; medicine, dentistry, nursing, physiotherapy, biochemical sciences, biological sciences & environmental biology. Other Biology students have gained entry into 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 develop a number of practical techniques ranging from microbiology to biodiversity.

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.



Foundations in Biology:

Students explore cell structure, biological molecules, enzymes, cell division, cell diversity and cellular organisation.

Exchange and transport:

Students study exchange and transport systems in animals & plants.

Biodiversity, evolution and disease:

This includes the study of communicable diseases, the

ASSESSMENT Papers 1 & 2 are 2hrs 15 minutes long and cover specific topics.

Paper 3 is 1hr 30 minutes long and contains material from the whole course.

Practical Endorsement – this is internally assessed over the two years of the course during practicals. Students must complete all the required practical skills successfully by the end of the second year to be awarded a pass mark.

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 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 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 decisions may 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 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: 100% Exam

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 Mr J Senior

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 are provided with an OCR textbook, and are actively encouraged to deepen their knowledge through further reading. Students have access to our VLE, accessible at school and at 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 a working document which includes 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.

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).

ASSESSMENT Students sit three exams at the end of year 13

Paper 1 - Periodic Table, elements and physical chemistry - 2hr 15mins, 37%

Paper 2 - Synthesis and analytical techniques - 2hr 15mins 37%

Paper 3 - Unified Chemistry - 1hr 30mins 26%

Classical Civilisation

COURSE LEADER Mr A Elmer & Mr D Harrison

COURSE A Level Classical Civilisation (OCR)

HOW IS THE COURSE DELIVERED? Students receive the OCR textbooks alongside copies of Homer's *Odyssey* and Virgil's *Aeneid* which they will use in lessons to bring to life the lives of those from Ancient Greece and Ancient Rome. The majority of lessons will be university style seminars where students are encouraged to share their ideas and arguments. Students complete regular low stakes testing to consolidate their key knowledge, alongside practising the more formal essay style questions. This course has been designed 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 enables students to develop their research and writing skills whilst giving them a deep appreciation for the Ancient World. Classical Civilisation appeals to students who are interested in the arts, humanities, and languages. The course is highly respected by universities as it is demanding and provides students with many transferable skills. Students also have the opportunity to visit Athens.

COURSE OVERVIEW

Module One - World of the Hero

Students 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.

Module Two - 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. In 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. In Year 13, the acts of worship are studied, in particular the role of priests and where they worshipped, alongside this, we will consider the philosophical ideas that influenced their religion. This unit pairs closely with Homer's *Odyssey* and the role of Gods through that journey.

Module Three - Imperial Image

The module covers the life of Augustus Caesar and investigates how he established himself as Rome's first Emperor. By examining literature and visual material from the period, as well as modern day scholarship, we explore several key themes throughout Augustus' life and career, from how he cultivated his public image during his own lifetime and the extent to which he managed to maintain this image in the long term. Students will take a chronological approach to this investigation, during Year 12 they will examine how he rose to prominence following the murder of his adoptive father, Julius Caesar. 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*.

ASSESSMENT 100% examination

Exams One and Two – 1hour 45 minutes each on Greek Religion and Imperial Image

Exam Three – 2 hours 30 minutes on the *Odyssey* and *Aeneid*.



Computer Science

COURSE LEADER Mr M Foreman

COURSE A Level Computer Science (OCR)

HOW IS THE COURSE DELIVERED? Students cover two topics alongside one another, ensuring they develop their 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 assist further 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 students have the opportunity to hone revision strategies, practise exams 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 students to produce a solution to a problem they care about in a programming language of their choice.

WHY SHOULD I TAKE THIS COURSE? We live in a Digital Age, where technology and 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 the career possibilities with this

qualification are endlessly transferable, highly sought after and often competitively paid!

ASSESSMENT Although this is a practical course, 80% of the course will be assessed through written examinations at the end of the two years of study. 20% of the course will be assessed through the Non-Examined Assessment, a coursework project started towards 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.



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

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. Economics will help students wishing to pursue a degree in Government and Politics or Business, Law or History.

Economics affords students the opportunity to understand the impact that government policies have on everyday life. It gives 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 students can 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. Students will then begin to see how the role of governments and politics affects personal freedoms, choices and quality of life.

Students will learn 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.

Economics is an interesting, important, and useful subject that engages students in debates, not only covering economic theory but historical trends, sociological, political and scientific issues as they become much more aware of the economic issues.

COURSE OVERVIEW

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

ASSESSMENT Paper 1: Markets and business behaviour

- Summer of year 13
- 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

- Summer of year 13
- 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

- Summer of year 13
- 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.

Students in the sixth form are encouraged to reach their full potential and have confidence in their next steps. They have bespoke guidance in lessons, and their needs are well considered. Students say that teachers know them well.

English Literature

COURSE LEADER Mrs H Oakes

COURSE A level English Literature (Edexcel)

HOW IS THE COURSE DELIVERED? Students read, discuss and actively explore a range of set texts, as well as having the exciting opportunity to pursue their own literary passion by choosing their 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 independent reading is crucial throughout the course but particularly in the coursework unit when students have the opportunity to choose their own texts to research and write about. Students need to be self-motivated, conscientious and, above all, committed readers with interesting interpretations and the confidence to express them.

WHY SHOULD I TAKE THIS COURSE? English Literature provides an excellent foundation and is a facilitating subject. Subjects which particularly complement the study of English Literature include: History, Classical Civilisations 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.

20% of final grade

DRAMA Students study the Shakespearean tragedy, *Hamlet*, exploring plot, character and themes. In addition, they 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 Two novels are studied for this module, 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, students 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.

ASSESSMENT Paper 1 - 2 hours 15 minutes 30% - Drama

Paper 2 - 1 hour 15 minutes 20% - Prose

Paper 3 - 2 hours 15 minutes 30% - Poetry

NEA 20%



French

COURSE LEADER Mr J Stubbs

COURSE A Level French (AQA)

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

There is an opportunity to go on the very popular sixth form Arts and Languages trip, alternating between the south of France and Paris

Students also benefit from 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.

Alongside single honors French degrees, universities are increasingly offering a variety of courses where languages can be studied 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 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, social context is 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.

We study a literary topic, Albert Camus' *L'Étranger* and a film, Louis Mallès 'Au revoir les enfants' further developing the study of the culture of French speaking countries.

ASSESSMENT The assessment is through two written exam papers and an oral examination at the end of the two years.

Paper 1 - Listening, Reading and Writing - 50% 2.5 hours

Paper 2 - Writing - 20% 2 essays 2 hours

Paper 3 - Speaking - 30%



Geography

COURSE LEADER Mr J Sayer

COURSE A Level Geography (Pearson 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 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 pursue 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. Topics the students will cover include globalisation, superpowers, regeneration, tectonic hazards, coasts and the carbon cycle.

ASSESSMENT The course is assessed through a Non-Examination Assessment (NEA) component and three exam papers which are sat at the end of year 13.

The NEA is an individual investigation into a topic of a student's choice with a write-up of approximately 4000-5000 words. Students will complete all external examinations at the end of the two-year course.

Paper 1 - 30% (Physical Geography) - 2hrs 15mins

Paper 2 - 30% (Human Geography) - 2hrs 15mins

Paper 3 - 20% (Geographical Issues) - 2hrs 15mins

NEA 20%



Government & Politics

COURSE LEADER Mr K Murphy

COURSE A Level Government & Politics AQA

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. There is also a visit to the Houses of Parliament in conjunction with the Parliament Education Service with a tour of both chambers and the 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? Students will learn how politicians and political systems use and distribute power and authority nationally and internationally, allowing them to understand how the political world works. Students 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 students learn in Government and Politics will shape how they see the world. It teaches students to discuss, debate and evaluate arguments, thus developing their spoken and written language, giving them 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
- » Nationalism

ASSESSMENT There are final exams at the end of year 13 which are all 2 hours long, one 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.



Health & Social Care

COURSE LEADER Mrs R Blewitt

COURSE Level 3 AAQ in Health and Social Care (OCR)

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

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 Over the two year course students complete 6 modules. The following four modules are compulsory.

Module 1 - Principles of Health and Social Care (exam)

In this unit students learn about the key topics that are important to develop knowledge and understanding relevant to health and social care. Topics include: Equality, diversity, and rights in health and social care settings; Managing hazards, health and safety in health and social care settings; Legislation in health and social care settings; Best practice in health and social care settings

Module 2 - Anatomy and physiology for health and social care (exam)

Students learn about the arrangement of body systems and the structure and function of the component parts. Students will learn about key processes within each

body system, that enable them to function properly. They will then explore conditions affecting these systems, specifically learning about the biological basis, monitoring, treatment and impact on lifestyle and independence.

Topics include: Cardiovascular system, Respiratory system, Digestive system, Musculoskeletal system, Control and regulatory systems and Reproductive systems.

Module 3 - Person-centred approach to care (assignment assessed)

Students will learn the principles and values that underpin a person-centred approach to care and the practical tools that can be used to develop care plans for individuals. Students will explore how to communicate in health and social care, how to build relationships and the barriers that need to be overcome to achieve person-centred care, they will learn to write outline care plans to suit individuals, using person-centred approaches and develop their reflective practice skills.

Module 4 - Supporting people with mental health conditions (assignment assessed)

Students will learn about how individuals with mental health conditions can be cared for and supported in a way which is suitable for their needs. This will be taught through exploring the meaning of mental health and mental health needs, and considering the main types of mental health conditions and how these may affect the life of individuals. Students will explore the different ways that individuals may be supported to promote their mental wellbeing, manage their condition, and different forms of treatment and support that may be available.

Optional Units - Two chosen from the following (units in bold are usually chosen)

1. Supporting people with long term physiological conditions
2. Investigating public health
- 3. Supporting people in relation to sexual health, pregnancy and postnatal health**
- 4. Supporting healthy nutrition and lifestyles**

ASSESSMENT Students will be assessed internally with external moderation for four of the six units. Two units will be assessed through externally marked exams.

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 roleplays. 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 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. Common subject combinations have included Art, English, Government and Politics, Maths and the sciences. 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' subject at degree level. 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.

Our Breadth Study, 'The Tudors: England, 1485- 1603', allows students to study 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 have the freedom to choose their own question to research which must cover a period of around 100 years. Their coursework must include analysing two contrasting historical interpretations and three contemporary sources. This unit in particular is an excellent introduction to the demands of the study of history at university level and an opportunity for students to explore their own areas of interest.

ASSESSMENT Paper 1 - The Tudors: 2 hours 30 minutes, 40% of A Level

Paper 2 - The American Dream: 2 hours 30 minutes, 40% of A Level

NEA - Historical Investigation: A personal study based on a topic of student's choice in the form of a question in the context of approximately 100 years: 3500-4500 word essay: 20% of A Level

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 students are encouraged to discuss, debate and present their ideas to the teacher and each other. As a result, students will gain a better understanding of painting, sculpture and architecture in the context of their art historical periods.

Learning takes place in galleries, museums and the classroom, using digital slides and films. The course also teaches vital essay writing skills, preparing students 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 to develop ideas and responses, enabling students 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 them 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.

COURSE OVERVIEW

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.

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.

ASSESSMENT There are 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)



I chose Bennies sixth form because I was new to the area and it was important to me to choose a sixth form which would support my transition. Since starting here I've felt so welcomed and looked after by everyone.

Hilly Atkinson

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, Architecture, and 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 three elements, Pure maths and applied 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.

ASSESSMENT There are three exams at the end of year 13

Pure with mechanics - 2 hours - 36.4%

Pure with statistics - 2 hours - 36.4%

Pure with comprehension - 2 hours - 27.3%

The Comprehension section involves an unseen passage based on the Pure Maths content and tends to have an application to situations in context.

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 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, Architecture and Surveying and is regarded very highly by universities. 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.

ASSESSMENT 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.

“Sixth form students are further supported by members of the school’s alumni who bring a vast range of experience and advice. This helps students to embrace personal growth, self-belief and greater insight to the opportunities to come.” Ofsted 2025

Medical Science

COURSE LEADER Miss A Dalby

COURSE Level 3 AAQ 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. We also take the students to CERN.

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

Introduction of important conventions and ideas that permeate the fabric of physics. Topics include SI units, scalars and vectors.

Module 3: Forces and motion

This module covers modelling the motion of objects using mathematics, the effect forces have on objects, the importance of connection between force and energy, how forces cause deformation and 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

Module 5 covers 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 are done throughout the course.

The practical skills are assessed in the above exam papers but each practical task needs to 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 Sociocultural 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/Onenote 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: - <ul style="list-style-type: none"> • Applied anatomy and physiology • Exercise physiology • Biomechanics 	90	2 hours	30%
Psychological factors affecting performance: - <ul style="list-style-type: none"> • Skill acquisition • Sports psychology 	60	1 hour	20%
Socio-cultural issues in physical activity and sport: - <ul style="list-style-type: none"> • Sport and society • Contemporary issues in physical activity and sport 	60	1 hour	20%
Practical performance: - Either: Core and advanced skills in performing one activity or Core and advanced skills in coaching one activity	30	NEA	15%
Evaluating and analysing performance for improvement EAPI This component draws upon the knowledge, understanding and skills a learner has learnt throughout the course and enables them to analyse and evaluate a peer's performance in one activity	30	NEA	15%

Product Design

COURSE LEADER Mrs T Kellett

COURSE A Level Product Design (AQA)

HOW IS THE COURSE DELIVERED? A variety of class-based exercises are used in preparation for the theory exam and NEA; materials knowledge, industrial manufacturing processes, design strategies, responsible design and manufacture, product analysis, focused practical tasks and dedicated design and make challenges.

In year 12 students consolidate their work from GCSE 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. Familiar products are contexts for the first project giving an opportunity to learn and apply the AQA assessment criteria; as well as considering various design factors, construction techniques and fitness for purpose concepts. Further skills and knowledge are consolidated through shorter practical projects, independent exploration and theoretical development. We use the Dyson Engineering Box, (from the Dyson Institute) which provides an insight and practical resources to explore how Design Engineering is applied.

Resources and facilities available include books, research and support materials on the school's VLE, CAD/CAM laser, 3D printer and vinyl cutter and traditional workshop machinery. Pupils consider and develop knowledge on iconic designers and design movements and apply this in their design and make tasks.

WHY SHOULD I TAKE THIS COURSE? Students who like problem solving, are enquiring 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.

In project work students must consider relevant economic, moral, social, and environmental issues. Sustainability is now at the heart of good design, and core considerations are the physical, intellectual, emotional and social needs of the consumer.

Career opportunities are very varied, but include engineering (many disciplines), architecture, interior and set design, urban planning, product and furniture design, education, fashion design and research and development.

ASSESSMENT NEA Project (approx. 100 hours) - Students choose their own contextual focus to form the basis of this extended portfolio project. Their investigation and the end product needs to be both complex and challenging. Recent students have looked at; meeting the needs of tourists, medical care for dementia, the environmental, educational equipment for poorer countries, musical instruments. At the heart of the project is the continuous analysis and iterative approach to problem solving.

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

Paper 1 (2.5 hours) Technical principles: this includes in-depth knowledge of a wide range of material classifications, their applications, properties and characteristics, manufacturing, forming and fabrication processes, fixings and finishes. It also covers elements related to industrial and commercial practice, intellectual property rights, feasibility studies and modern design communication.

Paper 2 (1.5 hours) Design and making principles: this focuses on design methods and processes, designers and design influences (both historic and current), socio-economic influences and major developments in technology.

A key element in both papers is a good understanding of A Level Maths.

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.

COURSE OVERVIEW 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.

ASSESSMENT 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.

St Benedict's breeds brilliance. We problem solve, we strive to excel and we achieve greatness. The teachers push all to be exceptional as every student can witness and be a part of a passionate community. Bennies develops not just our education but our characters as well.

Portia Ratcliffe

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, Politics and Sociology. It could lead to a career in areas such as teaching, social work, law, politics and medicine.

Philosophy of Religion

COURSE OVERVIEW 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 presented by 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 contemporary issues of importance, focusing on sexual ethics, Euthanasia and Business Ethics; ethical language and thought (including meta-ethical theories); debates surrounding the significant idea of conscience including Aquinas and Freud; and the influence on ethical thought of developments in religious beliefs.

Developments in Religious Thought

Students will focus on Christianity. They will study Religious beliefs, values and teachings, along with their interconnections and how they vary historically and in the contemporary world. Students also study 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 will be studied, along with 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.

ASSESSMENT Students sit three, equally weighted 2 hr exams at the end of year 13. In each paper, students are required to write three essays.

1. Paper 1 - Philosophy
2. Paper 2 - Ethics
3. Paper 3 - Christian doctrine

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.

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. 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 J Stubbs

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.

ASSESSMENT The assessment is through two written exam papers and an oral examination at the end of the two years.

Paper 1 - Listening, Reading and Writing - 50% 2.5 hours

Paper 2 - Writing - 20% 2 essays 2 hours

Paper 3 - Speaking - 30%

After having completed my GCSEs at St Benedict's, I had no doubt in deciding to continue my studies there. As someone who has high aspirations and expectations, I knew that St Benedict's would provide the support, both pastorally if needed and academically, for me to realise my goals. Due to its supportive environment, ability to nurture and develop its students, kind and encouraging teachers, and of course their outstanding exam results each year, I truly believed St Benedict's to be the best sixth form for me, and after having been here, that statement stays true.

Carl Conway

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
through Prayer and Work



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