



St Benedict's  
Catholic School

*The Catholic Secondary School for West Suffolk*



# SIXTH FORM PROSPECTUS

2019/2020



## HEADTEACHER'S WELCOME

**At St Benedict's we are exceptionally proud of our Sixth Form.** Our students not only achieve exceptional 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', ALPs independent analysis places us as band 2, in their 'Outstanding' category and ranks us in the top 10% of Sixth Form performance nationally (based on national student prior attainment data).

**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 experience that is individual and personalised, yet high-performing and ambitious. I hope this prospectus gives you a sense of our uniqueness and that whether you are a student already part of 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, and create an awareness of self and for others.**

Our students work hard and care deeply about their education, and I am proud by 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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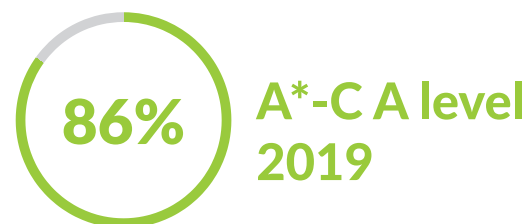


**St Benedict's Catholic School**  
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# WHAT MAKES US DIFFERENT?

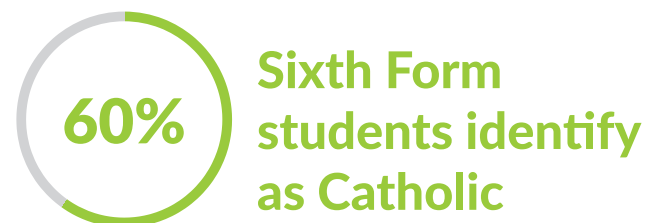
**Our aim as a Sixth Form is to support all our students in achieving their potential and take their place in society. This is both an academic and personal aspiration.** We believe in the importance of developing each student's sense of purpose and self-belief. Achieving the exam results that will open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



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 offer 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 liturgies, 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.



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

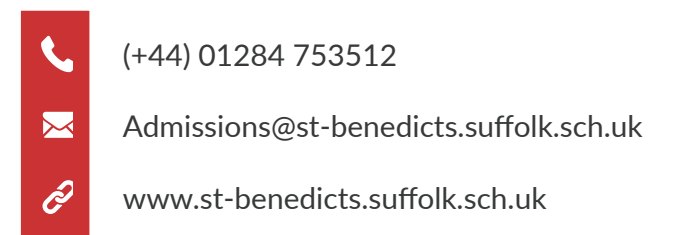
*Mr Richmond, Head of Sixth Form*

# COME STUDY WITH US

Our full admissions policy is shown on the school website however, in summary admission to the Sixth Form is based on applications. Students are expected to meet the minimum requirements and specific requirements in order to be accepted onto courses. Offers of places will be made on this basis. All students who wish to study with us should complete an application form by 19<sup>th</sup> December (available from the school or online). All students who complete an application will be invited to attend a progression meeting to discuss their application and the suitability of the courses prior to being

offered a conditional place in the Sixth Form. 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 it is possible that that course will not run. If this is the case, you will be notified by April 2020.



# 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 looking at your career aspirations. Some careers and university courses require particular combinations of subjects studied at GCSE.

**It's a very good idea to look closely at your career aspirations before making any choices and research this fully.**

If you are not sure what you want to do in the future, it's often a good idea 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.

Our courses in the large part are ‘facilitating subjects’. These are subjects identified by some 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	Column E
Maths	Physics	Chemistry	Further Maths	Biology
Religious Studies	History	Sociology	Art	Government & Politics
Physical Education	* Health & Social Care	Computer Science	Psychology	* Applied Science
* Applied Business		Spanish	Geography	Design Technology
French				
English Lit & Lang				

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

Entry Requirements	
» <b>Applied Science:</b> Science & Maths 5	» <b>Health and Social Care:</b> English & Maths 4 plus general expectation
» <b>Art :</b> Art 5 (or design-based subject)	» <b>History:</b> History 5 (will accept other humanities if not studied)
» <b>Biology:</b> Biology or Additional Science 7	» <b>Maths/Further Maths:</b> Maths 7
» <b>Applied Business:</b> English & Maths grade 4 plus general expectation	» <b>Physics:</b> Physics or Additional Science 7
» <b>Chemistry:</b> Chemistry or Additional Science 7	» <b>Physical Education:</b> PE or Science 5
» <b>Computer Science:</b> Computing 6 or Maths and Science 6	» <b>Product Design:</b> Design Technology (or design-based subject) 5
» <b>English Lang &amp; Lit:</b> English 5	» <b>Psychology:</b> Science 6
» <b>French:</b> French 5	» <b>Religious Studies:</b> RE 5 (will accept other humanities if not studied)
» <b>Geography:</b> Geography 5 (will accept other humanities if not studied)	» <b>Sociology:</b> Humanities subject 5
» <b>Government and Politics:</b> Humanities subject 5	» <b>Spanish:</b> 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.

to be considered for any of our courses. We will always consider each student on a case-by-case basis.

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



<b>COURSE LEADER</b>	Mr R Taylor
<b>COURSES ON OFFER</b>	AQA Level 3 Certificate in Applied Business (TVQ01026 and TVQ01027)
<b>HOW IS THE COURSE DELIVERED?</b>	Content will be taught through a mixture of PowerPoints, lectures, research projects and discussions. Students will be expected to work individually and in groups.
<b>WHY SHOULD I TAKE THIS COURSE?</b>	<p>The course can prepare you for jobs in areas such as: Management, Marketing, Human Resources, Accounting, Business Planning or Marketing Strategy. Applied Business develops the full range of key skills: applications of number, communication and IT. It also develops the ability to work independently, as part of a team and develops critical thinking and decision making skills. As such it forms a valuable basis for any further study or likely career.</p> <p>The Certificate and Extended Certificate in Applied General Business is a broad-based qualification that provides the opportunity for students to explore the world of business in a highly practical way. By adopting an investigative approach, students develop a range of skills while discovering the problems and opportunities faced by business. Emphasis is based on realistic business contexts and activities.</p>
<b>COURSE OVERVIEW</b>	Learners explore ways enterprises can be owned and financed. Learners will need to understand the issues that enterprises face concerning cash-flow and be able to calculate profit, break-even and cash-flow. They will use this information along with final accounts and market information to make business decisions. Learners will investigate factors contributing to the success of businesses, focussing on the

role of managers, supervisors and employees. They will consider how businesses organise themselves and will develop the ability to analyse and evaluate the effectiveness of organisational structures. Learners develop an understanding of entrepreneurial opportunities and investigate how individuals can exploit these through personal enterprise, eg offering a service. They will consider opportunities for their own personal enterprise, a given context and propose marketing and operations activities to take advantage of the entrepreneurial opportunity.

Learners explore how organisations operate in a changing environment and use managers and employees to achieve objectives. They study the importance of leadership, how employees and managers interact in the workplace and the impact of different organisational structures on managers and employees. Learners investigate the processes required to develop, present and evaluate a business proposal. The business proposal will require human resources beyond those provided by the learner. Learners will develop a concise proposal and present this to funding providers. Learners investigate the processes required to plan for, co-ordinate and manage a one-off event. This event will be related to the business proposal. Learners will review the success of the event and modify their business proposals accordingly.

## Assessment

Certificate is 1/3 internally assessed, 1/3 Controlled Assessment Portfolio (Externally marked) and 1/3 written examination. Extended Certificate is 2/3 internally assessed and 1/3 written exam. This assessment matches the teaching and learning of Business Studies and provides a mixture of examinations and a coursework emphasis, which can be more suitable for some students. The Certificate and Extended Certificate in Applied General Business is a broad-based qualification that provides the opportunity for students to explore the world of business in a highly practical way. By adopting an investigative approach, students develop a range of skills while discovering the problems and opportunities faced by business. Emphasis is based on realistic business contexts and activities.



<b>COURSE LEADER</b>	Ms M Mak
<b>COURSES ON OFFER</b>	Cambridge Technical Extended Certificate in Applied Science
<b>HOW IS THE COURSE DELIVERED?</b>	Content will be taught through a mixture of PowerPoints, lectures, research projects and discussions. Students will be expected to work individually and in groups.
<b>WHY SHOULD I TAKE THIS COURSE?</b>	<p>This qualification will provide learners with a broad understanding of vocationally-related sciences to support progress to higher education. It is suitable for studying alongside substantial academic science qualifications, such as A-level sciences or other Level 3 vocational qualifications. This qualification can also prepare learners to take up employment in the applied science sector, either directly after achieving the qualification or via higher education.</p> <p>Studying this qualification will enable learners to develop their knowledge and understanding of scientific principles, as well as those scientific practical skills recognised by higher education institutions and employers to be most important. The qualification also offers learners an opportunity to develop transferable skills such as problem-solving, research and communication as part of their applied learning.</p>

<b>COURSE OVERVIEW</b>	<b>Year 1 (Cambridge Technical Certificate)</b>	<b>Year 2 (Cambridge Technical Extended Certificate)</b>
	<p><b>Unit 1: Key Concepts in Science</b> Learners will develop an understanding of key concepts relating to biology, chemistry and physics, using practical work to reinforce knowledge and develop practical skills. Written examination.</p> <p><b>Unit 2: Applied Experimental Techniques</b> Introducing learners to new experimental techniques, reinforcing methods met in Unit 1, and develop practical skills including accuracy and precision. Learners will research background to a number of analytical and experimental techniques in an applied or vocational context. Internally assessed.</p> <p><b>Unit 3: Science in the Modern World</b> Learners will analyse and evaluate scientific information to develop critical thinking skills and understand the use of the media to communicate scientific ideas and theories. Learners will also find out about scientific careers through the different roles scientists undertake in scientific organisations. Written examination.</p>	<p><b>Unit 4: The human body</b> Learners will develop knowledge and understanding of the structure and function of the digestive system, the components of a balanced and imbalanced diet and the effects on health. Assessment focuses on occupations that require knowledge of the human body, such as sports scientists and dieticians. Written examination.</p> <p><b>Unit 5: Investigating science</b> Learners gain the opportunity to undertake the role of a research scientist, following standard procedures to complete a scientific investigation. The unit enables learners to demonstrate and extend their scientific knowledge and skills. Learners may choose one investigation from a list of titles or choose their own investigation in consultation with their tutor. Internally assessed.</p> <p><b>Unit 6: Microbiology</b> Learners will develop their knowledge and understanding of key microbiological concepts and techniques used when working in biotechnological industries. Internally assessed.</p>

**COURSE LEADER** Ms C Chacksfield

**COURSES** A Level Art and Design (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 Barcelona 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 a mock exam paper will support

students to gain skills for their final Personal Investigation in year 13. In the spring term, students begin work on an externally set paper as part of the final controlled assessment. You will use your own relevant choice of media for the final exhibition in the Summer term and present your folio of work for moderation.

## Assessment

There are two components to the A Level course. The first component is worth 60% and is designed to allow you as students to follow opportunities to develop your ideas in response to a range of research contexts.

A critical personal study (a minimum of 1000 words) further supports your portfolio of work and is part of the first component paper produced usually in Autumn Term of the second year of study.

The second part of the course is in response to an externally set thematic paper (ESA) (40%) that will begin in February 2020. Here students produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes. This aspect of the course includes preparatory studies and a 15 hour period of sustained focus under examination conditions. (Max 96 marks available)

Both components of work will involve:

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

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

Ofsted, 2016

**COURSE LEADER** Mr W Stafford

**COURSES** 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 the student 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



**COURSE LEADER** Ms E Coogan

**COURSES** 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 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. Students will have access to our VLE, accessible at school and from home, which has a wealth of resources covering tutorials, extension work, sample assessments and a host of other support materials. 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 you to challenge ideas and show how you worked things out through logic and step-by-step reasoning. Chemistry often requires teamwork and communication skills too, which is great for project management.

## COURSE OVERVIEW

**Module 1: Development of practical skills in chemistry**  
this is 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

**COURSE LEADER** Mr J Beaumont

**COURSES** A Level Computer Science (OCR)

**HOW IS THE COURSE DELIVERED?** This course combines both practical and theoretical elements. The course is taught with a student-centred approach. The course develops students' knowledge and understanding by using practical work, theory lessons that incorporate booklets, questions, activities and problem solving. The course content is delivered in a number of different ways: task and research, group work, e-learning and lecture style. There are periodic assessments embedded to monitor progress and address any issues that arise. The course is delivered in a structured manner with use of materials written specially for this course which are designed to promote understanding. Students are encouraged to explore the subjects covered and to seek teacher support whenever it is needed.

**WHY SHOULD I TAKE THIS COURSE?** How do you fancy a subject that's certain to boot up a great future for you? GCE Computer Science gets on the inside of the single most powerful tool the world has seen. Computers figure in all our lives; in science, technology, manufacturing, research, medicine. You name it, computing influences and affects everything we do. There's a world out there just bursting with invention and opportunities and 90% of it is driven by a computer. Computing involves everyone, in every walk of life. So your career opportunities are endless. Here are just a few possible careers that come directly from GCE Computer Science:

- » Games developer
- » Information systems manager
- » IT consultant
- » Multimedia programmer
- » Network engineer
- » Systems analyst
- » Systems developer

**COURSE OVERVIEW** Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

The aims of this qualification are to enable learners to develop:

- » An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation
- » The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- » The capacity to think creatively, innovatively, analytically, logically and critically
- » The capacity to see relationships between different aspects of computer science
- » Mathematical skills.

## 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.

**COURSE LEADER** Ms R MacMillan

**COURSES** A Level English Language and Literature (AQA)

**HOW IS THE COURSE DELIVERED?** Throughout the two year course you will read widely and study in close linguistic detail a selection of literary and non-literary texts including poetry, drama and prose fiction, newspaper and magazine article, speeches, publicity campaigns and other non-fiction texts.

You will explore how writers use literary and linguistic features to shape meanings and readers' responses. You will consider how texts and reader responses are influenced by context, including how texts fit into genres, following or subverting conventions. You will develop the analytical and grammatical skills to understand how language works and record spoken language, transcribe and analyse its features and compare it to fictional and computer-mediated conversation. You will learn how to re-cast texts using creative skills to showcase your understanding of the base text. You will develop the ability to analyse your own re-creative texts explaining how you have used linguistic and generic features.

All the non-fiction texts are related to Paris and we offer the opportunity to explore the most beautiful city in the world to experience for yourself why so many people have been inspired by this cultural capital.

**WHY SHOULD I TAKE THIS COURSE?** English Language and Literature provides an excellent foundation for your future whichever path you decide to go down. Along with the Literature only course, it is valued by Universities across the country as demonstrating your academic ability. Not only is this course recognised by Universities, it is also highly esteemed by employers and apprenticeship providers.

**COURSE OVERVIEW** The aim of the course is to encourage you to develop your interest, enjoyment and analytical skills in the fields of both language and literature as you:

- » Use integrated linguistic and literary approaches in your reading and interpretation of texts;
- » Engage creatively and independently with a wide range of spoken, written and multimodal texts, at the same time exploring the relationships between texts;
- » Experiment with different types of re-creative writing, making connections between your own writing and the genre conventions of the texts you study.

**“...students make rapid progress and achieve AS and 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



**COURSE LEADER** Mrs V James

**COURSES** Level 3 Advanced GCE in English Literature (AQA)

**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; we explore the representation of love in Literature and the portrayal of the First World War and its political and social aftermath.

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?** To be successful in this course you will need a passion for reading widely and for analysing and interrogating texts to find meaning. Subjects which complement English Literature include: Drama and Theatre Studies, History, Law, Media Studies, Modern Languages and Sciences. English Literature is a facilitating subject for whatever degree you go on to do at University.

**COURSE OVERVIEW** Books are at the heart of our course, offering you a wonderful opportunity to delve into modern classics such as F Scott Fitzgerald's *The Great Gatsby* as well as strikingly modern texts such as Sebastian Barry's *A Long Long Way*.

You will study:

- » Two novels
- » Two collections of poetry
- » A Shakespeare play and a modern drama
- » Two coursework texts of your choice, one written pre 1900

**“Pupils receive good careers education, advice and guidance about their next steps in education or work... The school organises a range of activities to promote Year 11 pupils' understanding of post-16 courses at the school and other providers, including apprenticeships. This advice leads to pupils choosing the right courses for them at post-16.”**

Ofsted, 2016

**COURSE LEADER** Mrs M Dalby

**COURSES** 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 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.

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**

**COURSE LEADER** Miss S Newton

**COURSES** 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. As you can see overleaf, 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.

**“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.”**

**“The school’s Catholic ethos and inclusive approach to pupils of different faiths enhances pupils’ personal development and provides them with a deep and effective spiritual, moral, social and cultural education.”**

Ofsted, 2016



**COURSE LEADER** Mrs C Titcombe

**COURSES** 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?** Lively, relevant, controversial... there are many ways to describe A-level Politics. There's no denying that it's one of the most interesting and engaging qualifications you can choose.

## 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

**COURSE LEADER** Mrs R Blewitt

**COURSES** 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.

**COURSE LEADER** Mr K Murphy

**COURSES** 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**

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.

### **Experience**

Our team has decades of experience supporting post 16 students both in their studies and in taking their next steps. Our experienced and knowledgeable staff can provide you support and guidance to help you achieve the very best.



**COURSE LEADER** Mr H Jogee

**COURSES** A Level Mathematics (OCR)

**HOW IS THE COURSE DELIVERED?** The elements 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.

**COURSE LEADER** Mr H Jogee

**COURSES** 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 a very able Mathematician with numerous years of experience who has a good grasp on changes in maths and has 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 latter there are several options and we opt to do a major in either Mechanics or Statistics and a minor in of these two that is not selected as a major. The choice of which is done as the major unit is dependent on pupils after having done the minor in both. 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 three papers:

- » Core Pure (50% weighting)
- » Minor option (16.7%).
- » Major Option (33.3%)

### 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.

**“Teachers’ excellent subject knowledge enables them to stretch students well through linking topics together.”**

Ofsted, 2016

**COURSE LEADER** Miss P Baker (Maternity leave)

**COURSES** 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.

## 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.



**COURSE LEADER** Miss S Harris

**COURSES** Level Physical Education (OCR)

**HOW IS THE COURSE DELIVERED?** Students will have 10 lessons a fortnight, 5 based on the Physiological/Scientific aspect of the course and 4 based on 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 pupils knowledge and understanding. All resources used throughout the course are accessible to teachers and pupils through the VLE and all pupils receive an OCR A level PE text book to help with their studies over both years.

Pupils will have to be competing or coaching 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 hours and training sessions 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 pupils who have interest in sport, human biology, psychology and the world of sport. It is a great option for those that are thinking of going on to study PE or Sports Science in the future as well as Psychology, Sociology and Biology.

This is a great subject to take with Biology as there are many cross-overs.

**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.

Teachers at St Benedict's are very supportive, especially during year 13, because they understand the stress that students go through during university application time. Many staff members were more than happy to read personal statements and give their advice and comments on how to improve.

I believe that on top of the success of getting 100% of its Sixth Form students into universities and the fact that almost all students achieve their required grades, St Benedict's offers many activities and clubs. For example, the business students in year 13 host a Talent Show every Christmas in which students of all year groups are welcomed to take part and audition.

I strongly believe that St Benedict's have helped me through the 5 years that I have been attending it and I am sure everyone else in the school feels exactly the same way.

**Maria Kamel**

**COURSE LEADER** Mr M Drugan

**COURSES** 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 wide range of resources and facilities available including; various text and reference books, design magazines, research and support materials on the schools VLE, DVD's, CAD/CAM laser and vinyl cutters, 3D printer as well as traditional workshop machinery.

**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 have to consider relevant economic, moral, social and environmental issues.

Career opportunities include engineering, architecture, interior design, urban planning, product design, education, fashion design and research and development. In 2018 two of our 'A' level students have gone on to study combined mechanical and electrical engineering at the University of Bath.

## **COURSE OVERVIEW**

### **NEA project (100 hours)**

Students choose their own contextual focus that will form the basis of this extended 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 and improving the efficiency of the postal service.

Students produce a design folder, use a sketch book, make earlier prototype models and develop a final 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, design methods and the world we live in.

**“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

**COURSE LEADER** Miss P Baker (Maternity leave)

**COURSES** 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. Members of staff teaching this course are active members of the British Psychological Society, and there are opportunities for students to engage with the wider world of psychological research through multiple mediums including smartphone apps, YouTube and BPS conferences.

**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 and product design, sports and exercise psychologists, as well as forensics.

**COURSE OVERVIEW** **Research methods**  
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**  
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, and theories from the father of Psychology – Sigmund Freud, famous for his contributions in the field of understanding dreams.

**Applied Psychology**  
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 sporting psychology including motivation and personality

## Results

Our Sixth Form students achieved 85% A-C grades and 100% Pass rate at A level in 2018, the highest achieved by any school in West Suffolk. We know what helps students gain the highest grades and how to give our students the edge in their exams. To us it’s essential all students achieve their potential.



**COURSE LEADER** Mrs S Cobbold (Maternity leave)

**COURSES** 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'.

**COURSE LEADER** Mrs H Shepherd

**COURSES** 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.

## 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.

**COURSE LEADER** Mrs M Dalby

**COURSES** 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 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.

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.

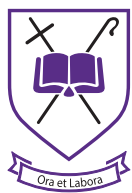
During my time at St Benedict's I have been supported by my head of sixth form, who has taken the time to get to know us as individuals and give us the best support in our university applications. Without this input, as well as advice from other members of staff, I would not feel so clear about my future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



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Catholic School

The Catholic Secondary School for West Suffolk



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