

John Kyrle High School

& Sixth Form Centre



# SIXTH FORM

**Subject Summaries  
& Additional Information**



**September 2024  
Intake**

# Contents

---

Welcome .....	<b>1</b>
New Student Leadership Team .....	<b>2</b>
Sixth Form Destinations .....	<b>4-5</b>
Art & Design .....	<b>6-7</b>
Art & Design: 3D Art and Design .....	<b>9</b>
Art & Design: Textile Design .....	<b>9-10</b>
Business .....	<b>11</b>
BTEC Level 3 National Certificate in Business .....	<b>12</b>
Computer Science and IT: Computer Science .....	<b>13</b>
Computer Science and IT: IT - BTEC Level 3 Extended Certificate .....	<b>14-15</b>
Design & Technology: Product Design .....	<b>16</b>
Drama & Theatre Studies .....	<b>17</b>
English Language .....	<b>18</b>
English Literature .....	<b>19</b>
Extended Project Qualification .....	<b>20</b>
Humanities: Geography .....	<b>21-22</b>
Humanities: History .....	<b>23-24</b>
Humanities: Religious Studies: Ethics & Philosophy .....	<b>25</b>
Maths: Mathematics & Further Mathematics .....	<b>26-27</b>
Maths: Core Maths .....	<b>28-29</b>
Modern Foreign Languages - French/German/Spanish .....	<b>30-31</b>
Music .....	<b>32-33</b>
Music: Sound Engineering (BTEC) .....	<b>34-35</b>
Physical Education .....	<b>36</b>
Science: Biology .....	<b>37</b>
Science: Chemistry .....	<b>38</b>
Science: Geology .....	<b>39-40</b>
Science: Physics .....	<b>41</b>
Social Science: Criminology .....	<b>42</b>
Social Science: Psychology .....	<b>43</b>
Social Science: Sociology .....	<b>44</b>

# Welcome

---

**In an ever more competitive world, and a rapidly changing educational landscape, your choice of Sixth Form has never been more important. At JKHS Sixth Form we pride ourselves on an exemplary record of success and happiness for post-16 students.**



Over the last 14 years student success has been outstanding; above 50% A\*-B at A2 level every year, and at or above 60% for the past seven years. These figures ensure our key aim: 'First Choice Futures for All' on results day in Year 13. All students wishing to attend university were accepted last summer with many gaining entry into elite Russell Group institutions. All leavers went on to ambitious destinations, whether it be further study, apprenticeships with leading providers, employment, or gap year travel. The teaching staff have a proven track record of success and are subject specialists providing great classroom experiences and support after lesson, and even after hours.

You will be supported during every stage of your Sixth Form experience; from our induction programme in Year 11, to our post-results day support. We are committed to developing the whole student; we provide advice about choosing your subjects and your tutor will help you settle in, improve your study skills, and look after your wellbeing. A programme of skills for employability, visiting speakers and support workers will help you prepare for life after Sixth Form and give you a wider understanding of the world.

Our exceptionally experienced and dedicated tutor team plays an important role in the academic and pastoral well-being of students. Our tutors provide tailored advice and support for students during their time at John Kyrle, particularly with students' next steps, be it university, apprenticeships, or employment. Our tutor team understands the pressures and difficulties of A Level study and therefore works closely with the pastoral team to ensure every student is known, cared for, and supported throughout their Sixth Form journey.

The Sixth Form at John Kyrle is a busy place to work but our strong sense of community makes it a happy, friendly place to spend time. Our aim is to ensure our students are provided with ample opportunity to develop not just academically, but socially and personally too.

We encourage our students to develop their leadership skills and gain in confidence through participation in our Prefect leadership team, our mentoring schemes with younger year groups, representing the school at public events, organising charity events, representing, and leading on whole-school initiatives such as Pride, Feminist Club, Eco Club and boosting morale and engagement in Sixth Form community competitions.

We strive to ensure that our students make a positive impact on the wider community and leave us with the experience and confidence they need to excel in their next steps.

It is a great pleasure to be Head of our Sixth Form community, I very much hope you find the information in this booklet useful although there is no substitute for visiting our Sixth Form and seeing it at work.

Please contact us if you require further advice and guidance and I hope to welcome you very soon.

**Helen Bolt**  
**Head of Sixth Form**

# A message from the Leadership Team

---



As the student leadership team, we are privileged to have the opportunity to represent our brilliant school. It is an institution for academic success as well as a place of comfort, joy and friendship.

The staff here are incredible, the support you receive is outstanding. Students always have someone they can talk to. Whether it is to ask questions, receive personal feedback, or gain some reassurance, our fantastic pastoral and sixth form leadership team is friendly and efficient, and will do whatever it takes to help you achieve your goals.

The transition to Sixth Form is smooth and easy. Regardless of whether you are a previous John Kyrle student, or if you've studied elsewhere, your experience when entering Year 12 at JKHS is as effortless as it gets. We are offered so many different opportunities to explore new subjects and build new friendships – our amazing team of experienced tutors work hard in ensuring you get the most out of your Sixth Form experience.

One of the many perks of studying at John Kyrle is that we can leave school during free periods and lunch. This privilege offers us greater freedom and independence – this helps prepare us for our futures at university, in apprenticeships, or employment. The teachers, whilst they offer ample support, treat us like adults which further prepares us for our future adult lives as we can gain a sense of responsibility and perspective.

There is plenty of one-to-one support, available to anyone who needs it. John Kyrle Sixth Form creates a balance between the social and academic - our well-resourced study areas and common room allow students to make key social connections whilst working hard for their A-level qualifications. We are fortunate enough to have a pool table in the common room, the proceeds of which go towards many events that you will have the chance to participate in.

This year, such events will include our Year 13 Christmas dinner, the Year 2 Christmas party and numerous dress up days to raise money for charity.

There is a definite sense of community that can be found here, and we embrace any and all opportunities to give to and help those in need.

Tutor groups this year will also be writing letters back and forth with elderly residents in Ross Court Care Home, which has not been done before in Sixth Form and we very are excited for this. This shows that despite the Sixth Form workload, we still have opportunities to relax and have downtime outside of the A-Level intensity.

We hope you all consider becoming a part of our Sixth Form community here at John Kyrle.

Kindest Regards,  
**George, Ioana, Anastasia, James, Hollie and Rory.**



# Sixth Form Destinations 2023

John Kyrle High School  
& Sixth Form Centre



**University of Bristol**  
*Geography*

**University of Exeter**  
*Geology*

**University of Worcester**  
*Environmental Management*  
*Health Care*  
*Primary Education*

**University of Liverpool**  
*International Relations*  
*Geography*  
*Biological Sciences*  
*Pop Music*  
*Law*

**Cardiff Metropolitan University**  
*Business*  
*English*  
*Psychology with Foundation Year*  
*Psychology*

**University of Birmingham**  
*Psychology*  
*Computer Science*  
*Geography*

**National Motorsport Academy**  
*Motorsport Engineering*

**University of Gloucestershire**  
*Photojournalism*  
*Mental Health Nursing*  
*Zoology*

**University of Sheffield**  
*Chemistry*

**Cardiff University**  
*Geography*  
*English Literature*  
*History*  
*Media*

**Bath Spa University**  
*History*

**University of Bath**  
*Sports Science x2*  
*Maths*

**Bangor University**  
*Marine Biology*

**University of Northampton**  
*Biomedical Science*

**University of Bolton**  
*Digital Marketing*

**University of Leeds**  
*Geography*

**University of Manchester**  
*Disaster Management*  
*Spanish*

**Aberystwyth University**  
*History*  
*Maths*  
*English Literature*

**University of Nottingham**  
*Pharmacy*  
*Natural Sciences*  
*History*  
*Spanish*

**University of Plymouth**  
*Physiotherapy*

**UWE Bristol**  
*Interior Design*  
*Sociology*  
*Psychology*

**Swansea University**  
*Chemistry*  
*Psychology*  
*Accounting and Finance*  
*Science*

**Manchester Metropolitan University**  
*Textiles*

**Liverpool John Moores University**  
*History*  
*English Literature*

**University of Edinburgh**  
*Biological Sciences*

**University of Glasgow**  
*Geography*

**Sheffield Hallam University**  
*Psychology*

**Falmouth Univeristy**  
*Film Studies*

**University of Kent**  
*Anthropology*

**University of Warwick**  
*History*  
*Philosophy*

**Plus**  
*4 Apprenticeships*  
*4 College*  
*17 Employment/Gap Year/JKHS*

# Sixth Form Destinations 2022

John Kyrle High School  
& Sixth Form Centre



**University of Liverpool**  
*History and Film Studies*  
*International Relations*  
*History*  
*Music Technology*  
*Civil Engineering*

**Liverpool Hope University**  
*Criminology*  
*Sport Rehabilitation*

**Liverpool John Moores**  
*Biochemistry Foundation*  
*Primary Education*

**Manchester Met University**  
*English and Film*  
*Mechanical Engineering*  
*Sports Management*  
*Events Management*  
*Fashion Promotion*

**University of Manchester**  
*Mechatronic Engineering*  
*Mathematics*

**Oxford Brookes**  
*Biological Sciences and Zoology*

**University of Oxford**  
*Spanish and Arabic*  
*Classics*

**University of Plymouth**  
*Psychology x2*  
*Geology*  
*Computer Science*

**Arts University Plymouth**  
*Fashion Communication*

**University of Portsmouth**  
*Policing*  
*Sport and Exercise Science*

**University of Sheffield**  
*Geography x2*

**Nottingham Trent University**  
*English and Linguistics*  
*History*

**University of Nottingham**  
*Medicine*  
*Neuroscience*

**Aberystwyth University**  
*International Relations*  
*Criminal Law*

**Anglia Ruskin**  
*Electronic Music*  
*Paramedic Science*

**Aston University**  
*Neuroscience*

**Falmouth University**  
*Career Musician*

**University of Gloucester**  
*Creative Writing*  
*Sports Journalism*

**Keele University**  
*Sport Rehabilitation*  
*History*

**University of Leicester**  
*Physics with Astrophysics*  
*Politics and International Relations*

**University of South Wales**  
*Biomedical Science*  
*Film and TV Set Design*  
*Biology Foundation*

**University of Southampton**  
*Medicine*

**Swansea University**  
*Law*  
*Criminology*  
*History x2*  
*Sociology Foundation*  
*Business Management*  
*Computer Science*

**London City**  
*Law*

**UWE Bristol**  
*Biological Sciences*  
*Psychology*  
*Information Technology*

**University of Reading**  
*Spanish and International*  
*Development*

**Cardiff University**  
*Philosophy*  
*Human Geography x2*  
*Law and Politics x2*  
*International Relations*  
*History*  
*Mathematics*  
*Criminology*  
*Pharmacy*  
*English Language*

**Cardiff Met University**  
*Sport and Exercise Science*  
*Product Design*

**University of Birmingham**  
*Engineering*

**Edinburgh Napier University**  
*Journalism*

**Leeds Beckett University**  
*Music Technology*

**London Metropolitan University**  
*Fashion*

**University of Worcester**  
*Primary Education*  
*Education x2*

**University of Sussex**  
*Geography and International*  
*Relations*

**University of Essex**  
*Computer Science*

**Harper Adams**  
*Rural Enterprise and Land*  
*Management*

**University of Chester**  
*Counselling*

**Goldsmiths**  
*Anthropology*

**Heriot Watt**  
*MFL Communication and Culture*

**Plus**  
*15 Apprenticeships*  
*20 Employment/Gap Year/JKHS*  
*8 College*

## What's it all about?

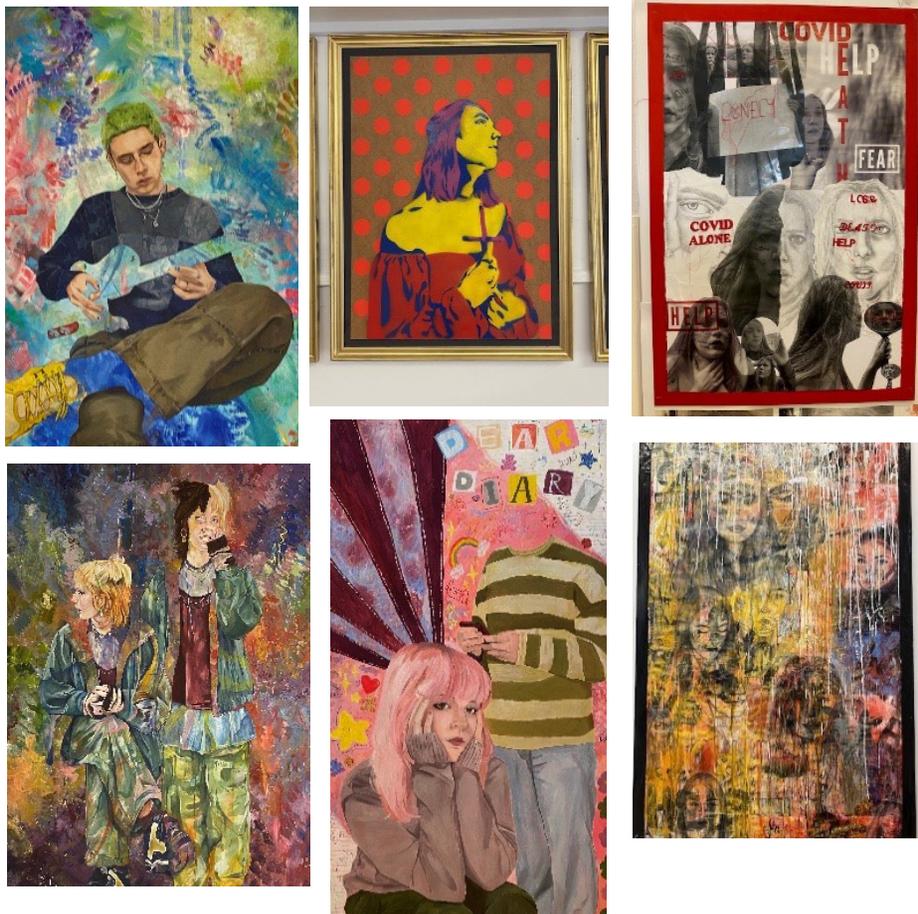
The course offers you a rich opportunity for a mixed media visual study, illustrating a personal journey under a chosen theme. Initially you will complete a mini project to practise and develop your visual skills to enable you to fulfil your true potential, across all assessment objectives. A vast array of materials and processes are used to allow you to work experimentally in ways that explore a given topic.

## What topics are covered?

- Component 1: Personal Investigation (60% of A2)
  - Part 1 Practical:** A project based on an individually agreed theme using a variety of materials and processes.
  - Part 2 Personal Study:** Critical study of a designer, architect, potter or other creative person.
- Component 2: Externally set assignment with 15-hour practical exam (40% of A2). Topic set by the exam board.

## Ideas, Media & Formal Elements

- You will be encouraged to form ideas from a number of starting points.
- To research contemporary and historic artists and contextual references to inspire your ideas.
- You will be encouraged to experiment with a wide range of media, processes and techniques, including printing, mixed media, painting and drawing.
- You will need to show a skilful use of the formal elements e.g. Line, Tone, Texture, Colour etc.
- We will encourage you to develop your own visual language, to be able to communicate your ideas, culminating in final outcomes.



## Analysis of Work

- You will be taught skills that will allow you to analyse your own and other artists' work.
- You will be taught how to relate the work of other artists to your own.

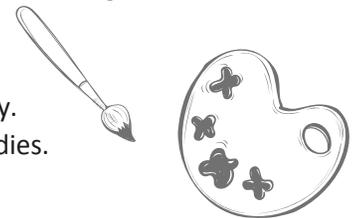
## What do I need to be 'good' at this subject?

The design industry needs creative individuals who can develop new products and innovative processes - people who can turn an idea into reality! You need to be positive, dynamic, inspiring and disciplined, creative, innovative and have a love for art!

## What career or degree is it useful for?

Artist, design industry, architect, art critic, teacher, lecturer, independent-freelance, interior design, exhibition, curator to name a few.

- Design - Textiles or Pottery can also contribute to this chosen career path.
- Creative Journalism - exciting culmination of the Arts with English or Photography.
- Creative Marketing/Buying/Selling - a rewarding route incorporating business studies.
- Arts curator for a gallery.
- Education - a greatly satisfying career in teaching this challenging practical subject.



Related job areas: buying, merchandising, marketing, promotion, public relations, styling, forecasting, advertising, journalism, sales distribution, costume design, film & television and interior design.

## Need further information?

If you have any questions regarding this course, please contact Mrs Davies at [kelly.davies@jkhs.org.uk](mailto:kelly.davies@jkhs.org.uk)

## What's it all about?

- The course offers a rich opportunity for mixed media work that illustrates a personal journey.
- Designing and making useable objects, from one-offs to possible mass production.
- Learning to use a wide range of 3D materials including ceramics, enamelling, silversmithing, plaster and mixed media.

## What topics are covered?

- Component 1: Personal Investigation (60% of A2)
  - Part 1 Practical:** A project based on an individually agreed theme using a variety of materials and processes.
  - Part 2 Personal Study:** Critical study of a designer, architect, potter or other creative person.
- Component 2: Externally set assignment with 15-hour practical exam (40% of A2). Topic set by the exam board.

## How is the subject taught?

A mixture of practical and theory lessons, discussions, workshops, demonstrations and independent study.

## Analysis of Work

- You will be taught skills that will allow you to analyse your own and other artists' work.
- You will be taught how to relate the work of other artists to your own.

## What do I need to be 'good' at this subject?

The ability to do personal research, to think creatively and to love experimenting. You need to be prepared with ideas and materials and be willing to try a wide variety of processes to achieve your desired outcomes. A passion for making, creating and inventing is essential.

## What career or degree is it useful for?

Any subject which involves a 3D element including product design, industrial design, furniture design, theatre design, set design, make-up, jewellery design or even an independent fulltime craftsperson!

- Design – Art & Design or Textiles can also contribute to this chosen career path.
- Creative Journalism - exciting culmination of the Arts with English or Photography.
- Creative Marketing/Buying/Selling - a rewarding route incorporating business studies.
- Arts curator for a gallery.
- Education - a greatly satisfying career in teaching this challenging practical subject.

## What do I need to get onto the course?

More than anything you need the passion to make, create and to produce something new. At least grade 5 at GCSE English Language would be an asset. While you do not need to have completed the GCSE or BTEC 3D courses, it would be beneficial if you had.



## Need further information?

If you have any questions regarding this course, please contact Mrs Davies at [kelly.davies@jkhs.org.uk](mailto:kelly.davies@jkhs.org.uk)

## What's it all about?

- Developing an understanding of fibre based materials using them in an informed and expressive way.
- Outcomes may take many different forms from practical wearable fashions to fine art hangings and sculptural textiles.
- Introductions to a wide variety of techniques exploring constructed, dyed and printed textiles and you will develop an ability to generate and develop your own ideas from a given theme.

## What topics are covered?

The A-level course develops students' core art and textile skills and enables them to experiment in a variety of exciting methods and techniques. You will explore printing, dyeing, construction, fine art, textiles and fashion.

- Component 1: Personal Investigation (60% of A2)
  - Part 1 Practical:** A project based on an individually agreed theme using a variety of materials and processes.
  - Part 2 Personal Study:** Critical study of a designer, architect, potter or other creative person.
- Component 2: Externally set assignment with 15-hour practical exam (40% of A2). Topic set by the exam board.

## How is the subject taught?

A mixture of focussed workshops, discussion work, presentations, research and practical activity.

## Analysis of Work

- You will be taught skills that will allow you to analyse your own and other artists' work.
- You will be taught how to relate the work of other artists to your own.



## What do I need to be 'good' at this subject?

The design industry needs creative individuals who can develop new products and innovate processes - people who can turn an idea into reality. You need to be positive, creative, innovative, disciplined and love textiles! You also need to be prepared for hard work.

## What career or degree is it useful for?

- Fashion Design - fine art or D&T can also contribute to this chosen career path
- Fashion Journalism - exciting culmination of textiles with English or photography
- Fashion Marketing/Buying - a rewarding route incorporating business studies
- Textiles Technology (product development & testing) - chemistry and D&T with textiles
- Education - a greatly satisfying career in teaching this challenging practical subject

Related jobs areas: buying, merchandising, marketing, promotion, public relations, styling, forecasting, advertising, journalism, sales distribution, costume design, film & television and interior design.

## What do I need to get onto the course?

It is beneficial if students have followed the GCSE textiles technology course or a GCSE art course. A keen interest in art and design issues and empathy for fabrics and fashion is most important.

## Need further information?

If you have any questions regarding this course, please contact Mrs Davies at [kelly.davies@jkhs.org.uk](mailto:kelly.davies@jkhs.org.uk)

## What's it all about?

Business looks at how firms are organised and how they operate in the marketplace. Over the two years you will study how businesses make decisions to improve their performance in all areas including human resources, operations, marketing and finance. You will learn the practical skills that are needed to set up a business as well as learning to apply textbook theory to solve case study problems. In addition, a strong emphasis is placed upon learning about the current business environment along with exploring current business performance.

## What topics are covered?

Year 12	Year 13
<ul style="list-style-type: none"> <li>• What is business?</li> <li>• Managers, leadership and decision making</li> <li>• Decision making to improve marketing performance</li> <li>• Decision making to improve operational performance</li> <li>• Decision making to improve financial performance</li> <li>• Decision making to improve human resource performance</li> </ul>	<p>All of the content from Year 12, plus:</p> <ul style="list-style-type: none"> <li>• Choosing strategic direction</li> <li>• Strategic methods: how to pursue strategies</li> <li>• Managing strategic change</li> <li>• Analysing the strategic position of a business</li> </ul>

## How is the subject taught?

Note-making, discussion work, presentations, mind maps, practical problem solving, number crunching exercises, tests, case study scenarios, exam practice.

## What do I need to be 'good' at this subject?

You need to be hard working and have an interest in topical issues both political and in the business world – this really is essential. To be able to perform at the highest level at A level requires a good understanding of real-world business examples. Confidence in using numbers is also very important.

## What career or degree is it useful for?

Typical areas include accounting, advertising, law, marketing, civil service, self-employment, ICT, human resource management and, of course, teaching!

## What do I need to get onto the course?

No prior knowledge of business is necessary, although it would be an advantage if you are comfortable with maths and if you have studied business previously. A grade 5 pass in maths and English is preferable.

## Need further information?

If you have any questions regarding this course, please contact Miss Hawkins at [j.hawkins@jkhs.org.uk](mailto:j.hawkins@jkhs.org.uk)



## What's it all about?

Nationals in Business are one of the largest BTEC progression routes to higher education, providing an excellent introduction to the business sector and giving learners an edge when progressing to higher education and employment.

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment.

## How is the subject taught?

The qualification consists of two mandatory units (Exploring Business and Developing a Marketing Campaign), and optional units that will be launched part way through the course.

As this is a vocational qualification, you will be assessed via an exam and coursework. If you have studied Business before or would like to learn something different, this is a great option.

Unit 1: Exploring Business	Unit 2: Developing a Marketing Campaign	Unit 3: Personal and Business Finance	Unit 8: Recruitment and Selection Process
<ul style="list-style-type: none"> <li>-Explore the features of different businesses and analyse what makes them successful</li> <li>-Investigate how businesses are organised</li> <li>-Examine the environment in which businesses operate</li> <li>-Examine business markets</li> <li>-Investigate the role and contribution of innovation and enterprise to business success</li> </ul>	<ul style="list-style-type: none"> <li>-Marketing principles, concepts and processes</li> <li>-Analysing marketing information and data</li> <li>-Developing a marketing campaign</li> </ul>	<ul style="list-style-type: none"> <li>-Personal finance</li> <li>-Business finance</li> <li>-How financial information and data can help you make a decision</li> </ul>	<ul style="list-style-type: none"> <li>-Examine how effective recruitment and selection contribute to business success</li> <li>-Undertake a recruitment activity to demonstrate the processes leading to a successful job offer</li> <li>- Reflect on the recruitment and selection process and your individual performance</li> </ul>

## What do I need to get onto the course?

There is no need to have previously studied Business in the past to take this course. It would be an advantage to have a grade 5 in English and Maths as some of the topics require strong literacy and numeracy skills.

## Need further information?

If you have any questions regarding this course, please contact Miss Hawkins at [j.hawkins@jkhs.org.uk](mailto:j.hawkins@jkhs.org.uk)

## What's it all about?

This Computer Science course allows students to develop their understanding further in the core principles of Computer Science. With the developmental understanding of real-world systems to an independent programming project. A-Level students will learn technical understanding to analyse and solve coding problems using computational thinking, along with key areas of advance programming and theory.

## What topics are covered?

Paper 1: 40% of overall grade 2hr30min Paper exam	Paper 2: 40% of overall grade 2hr30min Paper exam	Practical: 20% of overall grade
<p>This unit is entitled computer systems and covers the following topics:</p> <ul style="list-style-type: none"><li>• The characteristics of contemporary processors, input, output and storage devices</li><li>• Software and software development</li><li>• Exchanging data</li><li>• Data types, data structures and data algorithms</li><li>• Legal, moral, cultural and ethical issues</li></ul>	<p>This unit is entitled Algorithms and Programming and covers the following topics:</p> <ul style="list-style-type: none"><li>• Elements of computational thinking</li><li>• Problem solving and programming</li><li>• Algorithms to solve problems</li><li>• Standard algorithms</li></ul>	<p>This last assessment is a practical assessment based around problem solving where students choose a computing problem to work through using appropriate computing tools.</p>

## How is the subject taught?

You will have a mixture of practical and theory lessons where you will be given the opportunity to take notes, watch demonstrations, develop your programming skills and problem solve. You will be required to work significantly in your own time in order to master the skills and techniques for the course.

## What do I need to be 'good' at this subject?

Determination to solve problems and to not give up; an ability to organise yourself and to not leave things to the last minute; creative and to use your own ideas in designing solutions; organisation and determination are the key areas. Students need to have a real desire to study this topic – it is not a course for those students looking for a change!

## What do I need to get onto the course?

This course builds directly on the GCSE computer science course which you may have completed in Years 10 and 11 and we would therefore expect these students to have at least a grade 5 in computer science. This course has an important mathematical element and therefore an aptitude for higher maths would be advantageous in addition to preferably a grade 5 or above in mathematics at GCSE.

## Need further information?

If you have any questions regarding this course, please contact Miss Hawkins at [j.hawkins@jkhs.org.uk](mailto:j.hawkins@jkhs.org.uk)

# Computer Science and IT: IT - BTEC Level 3 Extended Certificate - *Edexcel* A-level course summary

---

## What's it all about?

This BTEC course is a practical and hands on course that has been designed for students to discover a wide range of different topic areas. It consists of 2 exams and 2 pieces of coursework, each focusing on a key area of IT. This practical subject allows students to immerse themselves into the greater world of IT, which allows them to get experience of employment in different sectors of the computing world.

## What is the course?

The Extended Certificate in IT is equivalent to one A2 qualification. In order to achieve this award you must complete the three mandatory units and the one optional unit. There is one written exam in this course, one externally assessed set task and two internally assessed units which are marked by your teacher and externally moderated by the exam board.

## What topics are covered?

### Mandatory units are:

Unit 1 Information Technology Systems (written exam)  
Unit 2 Creating Systems to Manage Information  
Unit 3 Social Media

### Optional units:

There are 2 different optional units to choose from, either Data Modelling or Website Development. This will be decided by the teacher and students.

## How is the subject taught?

In a very practical way. You will be given some notes, demonstrations, practical assignments. You will be required to work significantly in your own time in order to master the skills and techniques for the course.

## What do I need to be 'good' at this subject?

Determination to solve problems and to not give up... An ability to organise yourself and to not leave things to the last minute. Creativity and to use your own ideas in designing solutions... Organisation and determination are the key areas. Students need to have a real desire to study this topic – it is not a course for those students looking for a change!

## What do I need to get onto the course?

This course builds directly on the GCSE ICT and computing courses which you may have completed in Years 10 and 11. The course is particularly suitable for those students who have chosen GCSE ICT as an option. This shows us that you will have the determination to meet the substantial number of coursework deadlines throughout the two years of study. You will also need to have the ability to solve problems and to think on your feet. A grade 5 or higher in mathematics will help you significantly in the problem solving section of the course. We welcome students who haven't completed an ICT/computing course at GCSE but we would need to look at the individual skills students have before accepting them onto the course.

# Computer Science and IT: IT - BTEC Level 3 Extended Certificate - *Edexcel* A-level course summary

---

## Need further information?

If you have any questions regarding this course, please contact Miss Hawkins at [j.hawkins@jkhs.org.uk](mailto:j.hawkins@jkhs.org.uk)



## What's it all about?

This course is essentially concerned with identifying and solving practical problems through designing and making. Design and technology develops students' practical and key skills, as well as their capacity for analysis, creativity, innovative thinking and independence. Students will also further their knowledge and understanding of the role, applications and the implications of using technology in our world.

## What is the A level outline?

The A level is split into two sections. A three-hour written exam is sat at the end of Year 13 and is worth 50% of the qualification. Students are questioned on design and technology in the 21st Century. The remaining 50% is achieved by completing a comprehensive design and make task. It is expected that students will spend 80 hours producing a detailed design folio and practical piece which answers a set brief both creatively and innovatively.

## What topics are covered for A level?

Students will be taught the following theoretical topics, on which they will be questioned in the written exam:

- Designing & Innovation
- Materials & Components
- Processes
- Industrial & Commercial Practice
- Product Analysis and Systems
- Human Responsibility & Public Interaction

## How is the subject taught?

Various mini projects will be completed in Year 12 to allow students to explore a range of 'design and make' activities. The projects will develop students' modelling, CAD/CAM, graphical and practical skills. Students will then be set a design brief moving from Year 12 into 13, which will, where possible, relate to their personal interests and ambitions. A 'design and make' approach will be followed to achieve a creative and innovative solution to those briefs.

## What do I need to be 'good' at this subject?

Design and technology is a specialised and demanding course. It is recommended that only students who are creative and have innovative ideas with a flair for design work should consider it.

## What career or degree is it useful for?

Design & technology is a valued A level in its own right as it is recognised to develop attitudes and abilities relevant to modern working practice. It is accepted by universities as an entrance subject and is a stepping stone to such future design careers as: industrial, product, interior or graphic design; engineering, architecture, town planning etc.

## What do I need to get onto the course?

The focus area of product design offers suitable progression for those candidates who have studied design and technology, graphical products, resistant materials and engineering at GCSE.

## Need further information?

If you have any questions regarding this course, please contact Mr Nieuwoudt at [j.Nieuwoudt@jkhs.org.uk](mailto:j.Nieuwoudt@jkhs.org.uk)

## What's it all about?

Drama and theatre studies covers theatre from an historical, analytical and practical viewpoint. In many ways the course operates like a working theatre company with the same level of commitment and expectation. As members of this company, students are assessed formally as performers and/or directors.

## THIS COURSE IS DELIVERED AS A TWO YEAR A LEVEL Examination Board: AQA (7262)

### Course content for A Level?

Component 1: Written Paper	40%	Set Text A: 'Antigone' Set Text B: 'The Glass Menagerie' Live Production
Component 2: Practical Coursework	30%	Devised Performance: Practitioner Influenced Working Notebook / Portfolio of Evidence
Component 3: Practical Coursework	30%	Workshop Exploration and Performance of Three key extracts from contrasting plays



### How is the subject taught?

The subject is predominantly practical with a variety of solo and small group work. You will be expected to attend rehearsals and theatre visits after school. The set texts are taught through workshops but the exam practice will be essay based. There is always an expectation that students will read around the subject and attend theatrical events of their own volition to support their studies.

### What skills do I need?

It is essential that you have the ability to work in a group. You need to be reliable, able to listen to the ideas of others and contribute ideas of your own. You will be assessed on your contribution to group work. You need to be open to new ideas and genuinely interested in drama and the theatrical process.

### What career or degree is it useful for?

The two attributes most requested by employers are teamwork and good communication. No subject develops and utilises these skills more than drama and theatre studies. Many law, veterinary and doctoring schools appreciate students who have undertaken studies of drama at A level, communication being a vital element of these careers. It also is an exceedingly good and important grounding for students wishing to pursue performing arts and the entertainment industries as a career.

### What do I need to get onto the course?

GCSE drama or the equivalent is essential. The equivalent could be BTEC but it could also be involvement in a theatre group or company in your locality. It is important that if you do not have GCSE drama you contact Mr Pritchard, head of drama at JKHS, to discuss this before applying to take the course.

### Need further information?

If you have any questions regarding this course, please contact Mr Pritchard at [n.pritchard@jkhs.org.uk](mailto:n.pritchard@jkhs.org.uk)

## What's it all about?

The study of English Language at A Level is learning to read a code which enables you understand the true nature of our world. Just think about, language is everywhere! The study of English Language is an awakening in which you will develop a critical awareness to enable you to become a conscious and critical human being. You will learn to understand the role of language in social control, propaganda and manipulation, challenge taken-for-granted assumptions, and be able to use this understanding to make the world a more equal and just place. English Language is the scientific study of communicate in real life settings.

## What topics are covered?

There is an abundance of exciting new topics to discover and explore. Over the two years you will learn detailed and relevant examples pertaining to these topics:

- Spoken Language
- Language Issues: Language and Power, Politeness, Situation, and the study of Standard and Non-Standard English
- Language Change Over Time
- Language in the 21 st Century
- Creative and Critical Use of Language: both fiction and non-fiction
- Language Identity



## How is the subject taught?

With the support of enthusiastic and passionate experts, you will engage in lively discussions both as a class and in small groups. Collaboratively and with independence, you will analyse and evaluate a wide range of texts in both the spoken and written mode, such as 21 st century text messages and memes, political interviews, and transcripts exploring how our accents and dialects form part of our identity e.g., Multicultural London English. With our support, you will conduct an investigation into language and identity within an area of your interest. You will get to grips with new linguistic terminology and theories and develop your expertise in writing both creatively and analytically. 20% of the final A Level grade will be from coursework and 80% will be from the final exams.

## What do I need to be 'good' at this subject?

You will need a keen interest in language and in the evolving world around you. You will need: self-discipline, a proactive approach, creativity, and an analytical and open mind. You will need a willingness to engage in debates and discussions on themes such as social injustice, power and social perceptions.

## What do I need to get onto the course?

Preferably grade 5 at GCSE in English Language.

## What career or degree is it useful for?

All executives and hiring managers value the multitude of skills in this course and see them as a priority for those they hire. Additionally, the study of English Language will stand you in good stead for any arts or social sciences degrees, media or journalism courses, teaching, law, politics, psychology, language therapy, broadcasting, marketing, technical, writing, proofreading and many more.

## Need further information?

If you have any questions regarding this course, please contact Mr Rew at [b.rew@jkhs.org.uk](mailto:b.rew@jkhs.org.uk)

## What's it all about?

On this course you will discuss and analyse a high-quality range of illuminating and engaging texts ranging from modern and historical prose, to poetry and drama. English Literature allows you to develop a thorough knowledge of literary history, including theory and criticism. This course enhances your understanding of a wide range of cultures and intellectual traditions; it cultivates wisdom and a worldview. We use stories to help us understand the complexities of human life, but in a creative way! You will develop invaluable oracy, debate and discussion skills, and as well as extending your knowledge and enjoyment of literature, you will be encouraged to think critically and creatively in response to a range of set and independently chosen texts.

Did you know that English Literature is recognised as a facilitating subject? This means it is seen as one of the most desirable subjects by universities!

## What topics are covered?

Whilst our discussions are wide-ranging, relevant and exciting, the texts you will study include:

- A Streetcar Named Desire
- The Duchess of Malfi
- Hamlet
- Blake
- A range of poems and unseen texts
- A Room with a View
- Contemporary texts.



## How is the subject taught?

In small group and class discussions, your literary experts will guide you in debates and reading of a range of texts. With our support you will produce both independent and group written responses and we will support your learning with trips linked to the texts you study. 20% of the final A Level grade will be from coursework and 80% will be from the final exams.

## What do I need to be 'good' at this subject?

You will need a passion for discussion of themes such as feminism, power and non-tender masculinity. You will need a love of reading and developing your knowledge of the world. You will also need a willingness to engage in debates and discussions.

## What career or degree is it useful for?

This course offers a breadth of useful skills and information which mean our previous students have gone into careers in politics, journalism, tattooing, law and creative writing – two poets in the last eight years! Moreover, studying English Literature at A Level will prepare you for any arts degree, law, teaching, philosophy, psychology, script writing and theatre directing, publishing, editorial work, library work and book selling.

## What do I need to get onto the course?

Preferably grade 5 at GCSE in English Literature.

## Need further information?

If you have any questions regarding this course, please contact Mr Rew at [b.rew@jkhs.org.uk](mailto:b.rew@jkhs.org.uk)

## Why undertake the Extended Project Qualification (EPQ)?

Through the EPQ, Year 13 students have the opportunity to carry out some genuine research on a topic of their choosing that equips them with the skills of investigation, analysis and synthesis which universities and employers want.

## Why undertake an EPQ at JKHS?

An Extended Project involves Year 13 students identifying, designing, planning and then completing an individual project on a topic of their choosing. To do this they obtain and select information from a range of sources and then:

1. Write a dissertation or investigation; create an artefact or performance using appropriate skills and technology.
2. Evaluate the project including reviewing their own performance and presenting their findings to an audience.

Each student is allocated a supervisor who will meet regularly with them to help them throughout all stages of the project. Alongside this, there will be some lessons in which the skills required for a successful EPQ will be taught.

Please note, the Extended Project Qualification is open to second year students only.

## Progression Opportunities:

Universities regard the EPQ highly and recognise the UCAS points from it. Many universities now make offers including the EPQ, with an increasing number of universities giving lower offers if a student has done one. Some take the EPQ into account if their offer has not been met. The project also provides a focus for interview should the student be offered one.

The EPQ carries UCAS tariff points as follows: A\* 28 B 20 D 12 A 24 C 16 E 8.

Students doing the EPQ progress on to a wide variety of higher education courses, ranging from Medicine and Dentistry, Sciences and Engineering, through to the Social Sciences and Arts.

## Need further information?

If you have any questions regarding this course, please contact Mr Wardale at [NicholasWardale@jkhs.org.uk](mailto:NicholasWardale@jkhs.org.uk)

## What's it all about?

You will study the interaction of people and environments in a selected range of topics (listed below). Case studies are used throughout at a range of scales and from contrasting parts of the world.

## What topics are covered?

Students will study a total of 8 topics – 4 in Y12 and 4 in Y13. All 8 topics will be examined at the end of Y13 in 3 papers of varying length and weighting. The final element of assessment will require all students to produce an individual investigation of their choice and design which will be internally marked and externally moderated. In each area of study candidates will consider the values and attitudes of decision makers, consider their own values and attitudes to the issues being studied and support their learning of ideas through the study of specific case studies. Candidates will also develop a variety of geographical skills, which will broaden and deepen existing knowledge and be employed with a greater degree of independence.

**Paper 1** (30%) will cover the following topics:

- Tectonic Hazards
- The Water Cycle & Water Insecurity
- The Carbon Cycle & Energy Security
- Coasts – landscapes & management

**Paper 2** (30%) will cover the following topics:

- Globalisation
- Superpowers
- Regenerating Places
- Migration, Identity & Sovereignty



**Paper 3** (20%) will be based on a resource booklet and will test students' synoptic understanding of all aspects of the course through the use of contemporary material and examples

**Paper 4** (20%) an individual investigation of between 3000 - 4000 words based on the student's own data collection undertaken during the residential fieldtrip (cost approx. £400, financial support may be available via the sixth form bursary scheme).

## How is the subject taught?

Geographers quickly build into a dedicated band with a clear group identity and an affiliation to the subject; this is aided by the residential fieldwork week early in the second term of AS. Clear frameworks are provided for all work. A wide range of textbooks are provided for research tasks. You will make notes and build structured summaries as tables or concept maps. You will prepare presentations to the rest of the class. You will view videos, slides and a range of sites in the field. You will take tests and practice exam questions.

## What do I need to be 'good' at this subject?

You need to be a hard worker with a first class lesson attendance record. You should be able to communicate clearly in writing and be capable of working independently within clear guidelines to meet completion deadlines. You should be interested in explaining phenomena and events in the physical and human environments that surround you. You should be capable of spotting patterns and be interested in explaining them.

## What career or degree is it useful for?

The subject combines particularly effectively with any or all of geology, biology and sociology because of close learning links. Careers and degrees taken up by geographers are hugely varied and range across accountancy, agriculture, civil engineering, estate management, journalism, marketing, nature conservation, retailing, surveying and transport – anything that involves careful appraisal and problem-solving in 'live', real world situations.

## What do I need to get onto the course?

Preferably a grade 5 at GCSE in geography. However, students without GCSE geography will be considered on an individual basis. English and maths, preferably at grade 5 - don't underestimate the level of maths required and the challenge of producing extended written answers (essays). You must have a proven 'let's go to work' attitude, or a commitment to do so (which will be closely monitored in practice).

## For further details of the specification visit:

<https://tinyurl.com/4bbsw7vu>



## Need further information?

If you have any questions regarding this course, please contact Mr Calderbank at [gregorycalderbank@jkhs.org.uk](mailto:gregorycalderbank@jkhs.org.uk)

## What's it all about?

- We will be preparing students for the A-level qualification from the beginning of Year 12, but they will sit mock A-level exams at the end of the academic year so that they have a clear idea of the progress they are making. They will sit three A-level exams at the end of Year 13 and will also have to submit one piece of coursework.
- The course includes a variety of topics, ranging from the Modern World through the Tudor Period. The course is chosen due to the relevance the topics hold to the present day. This ensures that a variety of historical interests and skills are covered.

## What topics will I study in Year 12?

### Paper 1 (30% of A level)

Russia, 1917-91: from Lenin to Yeltsin

### Paper 2 (20% of A level)

The German Democratic Republic, 1949-90

## What topics will I study in Year 13?

### Paper 3 (30% of A level)

Rebellion and disorder under the Tudors, 1485-1603

### Coursework (20% of A level)

Students complete an independently researched enquiry on historians' interpretations. This could be on topics such as the origins of World War One, the causes of the Russian Revolution or why the USA lost the Vietnam War.

**Students will sit Papers 1, 2 3 at the end of Year 13.**

## How is the subject taught?

You will be taught by specialist history teachers who will deliver each paper using a variety of different teaching methods, e.g. class discussion, independent reading and research, visual and written source analysis, presentations, films and documentaries, group work, debates and examination practice.

## What do I need to get onto the course?

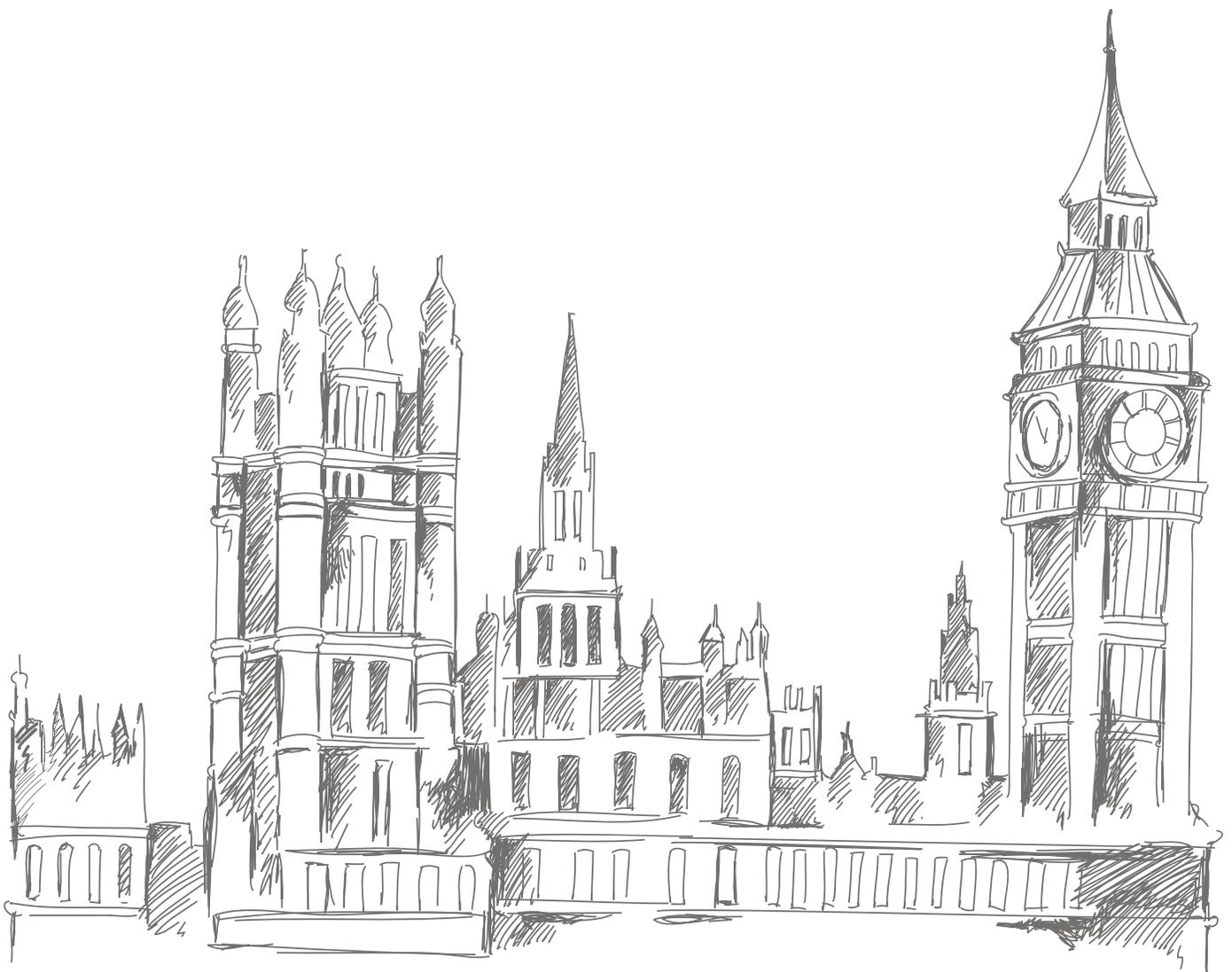
We would like you to preferably have a grade 5 in GCSE history and/or English.

## What can I do with an A Level in History?

Pretty much anything! Many students who study and enjoy A-level history also pursue it at degree level, but employers like to see a history qualification on people's CVs as it shows them that the person is open-minded, disciplined, can reach substantiated conclusions and has the ability to work in both independent and collaborative situations.

## Need further information?

If you have any questions regarding this course, please contact Mr Moore at [t.moore@jkhs.org.uk](mailto:t.moore@jkhs.org.uk)



# Humanities: Religious Studies: Ethics & Philosophy - *Eduqas* A-level course summary

## What's it all about?

R.S. examines the beliefs and assumptions that people have about the world and explores the basis of these ideas along with some of the big questions that people ask about life, the universe and everything.

## What topics are covered?

Ethics	Philosophy	Judaism
Different ways of approaching ethics. Utilitarianism Aquinas and Finnis' Natural Law Situation Ethics Free will and determinism Meta Ethics Practical Ethics: Capital Punishment, Immigration, Sexual Ethics, War Medical Ethics: Abortion, Euthanasia	Different responses to the God question Modern Atheism Inductive arguments: Cosmological and Teleological Deductive arguments: Ontological The problem of evil Religious and mystical experiences Religious Language Psychological responses to religious belief	Origins of Judaism: Abraham and Moses Jewish concepts of the divine The Torah and Talmud Holocaust Theology Rules for living: Mitzvot Jewish Ethics: Embryo research Jewish family life and religious identity 20th century developments and secularisation

## How is the subject taught?

The subject is split into 3 parts:

**Paper 1:** Judaism; **Paper 2:** Philosophy; **Paper 3:** Ethics

Note-taking, mind maps, group work – e.g. presentations, attending conferences, videos, ICT (internet/powerpoint presentations), tests, examination practice, essay work, independent study packs. The department has organised successful visits to London, Amsterdam, New York and Washington DC in the past. In 2023 we visited the Manchester Jewish Museum and Manchester University.

## What do I need to be 'good' at this subject?

You need to enjoy thinking, be willing to work hard (this isn't an easy subject!), be able to weigh up different sides of an argument and be willing to have your own assumptions and beliefs challenged – should you follow the white rabbit or not?!

## What career or degree is it useful for?

You will develop your skills of reasoning, empathy, tolerance and debate. This subject is good preparation for any 'thinking' or 'caring' profession – law, medicine, teaching, public relations, journalism etc. RS students have gone on to study a very wide variety of subjects at university / college including PPE, law, medicine and teaching. **This subject is highly regarded by 'Russell Group' universities and is considered as an academic option at A level.**

## What do I need to get onto the course?

Preferably a grade 5 in RE or a similar subject – e.g. history, English etc. Applications are welcome from students who have completed either the short or long course GCSE in RE. If you are unsure then come and talk to Mr Wardale or Mr Phillips.

## Need further information?

If you have any questions regarding this course, please contact Mr Wardale at [NicholasWardale@jkhs.org.uk](mailto:NicholasWardale@jkhs.org.uk)

# Maths:

## Mathematics & Further Mathematics - Edexcel A-level course summary

---

### What's it all about?

Mathematics is the most ancient and yet the most modern of all the disciplines. Both beautiful and fascinating; it's highly valued by employers in industry, information technology, commerce and the scientific community.

An A level in maths is not just interesting and challenging, it's something that leads to an enormous range of career opportunities.

Mathematics A Level is rewarded with a certain status. Mathematics is often criticised as being abstract, in truth it is one of the most useful tools in developing lateral thinking and problem solving ability, which are valuable transferable skills.

### Why choose an A level in mathematics?

It would be hard to surpass the breadth of opportunity that lies before young people with a mathematics qualification at A level. Maths and further mathematics are both viewed as facilitating subjects by the Russell Group of Universities which means they open the doors to a very wide range of degree courses. For some mathematics degree courses, both mathematics and further mathematics are required.

Mathematics is suitable for inclusion with either science or arts subjects, and is particularly recommended if physics, chemistry or biology are taken at A level. Statistics is being used increasingly in other subjects, if not at A level, then in more advanced courses e.g. at degree level in psychology, economics or geography.

### Will I be able to do it?

Students are advised not to start the A-Level course unless they have followed the GCSE higher tier course and gained grade 5 or better.

We strongly advise students considering further maths to have at least a grade 7 at GCSE.

The students who gain their target grade in A-level maths are more likely to be those that work hard and seek help as opposed to those who are able but think they can 'coast' through. A good grade at GCSE is not a guarantee of passing A-level maths!

# Maths: Mathematics & Further Mathematics - Edexcel A-level course summary

---

## What topics are covered?

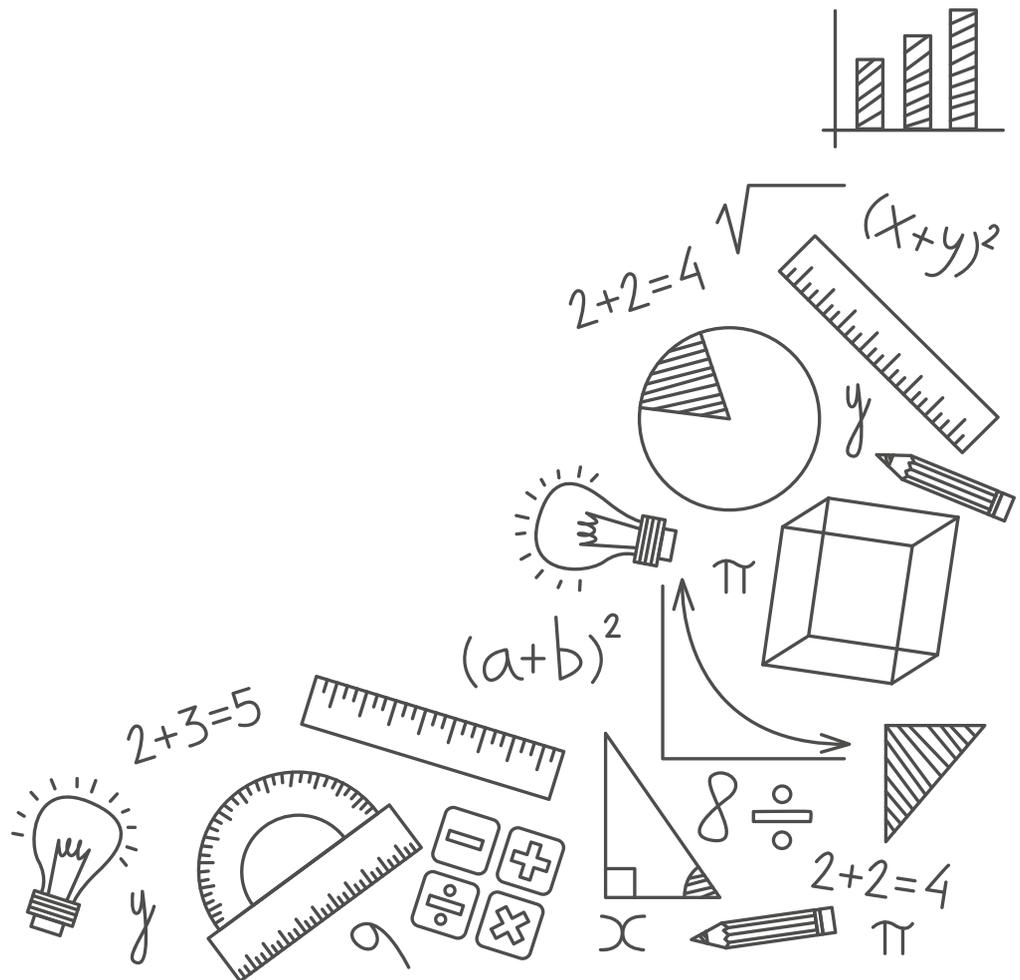
All mathematics A-level students will follow the same syllabus of pure maths, statistics and mechanics.

Further maths students will study core pure maths as well as decision maths.

- Pure mathematics includes calculus and more advanced algebra and trigonometry
- Core pure mathematics modules include complex numbers and more advanced calculus and algebra
- Statistics units aim to help students select appropriate statistical techniques for handling data and includes sampling and hypothesis tests on various distributions
- Mechanics is based initially on Newton's laws of motion and includes both statics, the study of forces on stationary bodies, and dynamics – bodies in motion
- Decision mathematics modules involve modelling real-life situations using algorithms, networks, linear programming and critical path analysis

## Need further information?

If you have any questions regarding this course, please contact Mr Penny at [m.penny@jkhs.org.uk](mailto:m.penny@jkhs.org.uk)



## What's it all about?

Core Maths is an exciting course that complements and supports your subject choices as well as providing increased employability skills. It allows you to continue to study some aspects of Mathematics at Level 3 without having to commit completely to an entire A Level. It counts as the same number of UCAS points as an AS Level and is widely accepted by universities and future employers.

The focus is on applied mathematics and topics include:

- Financial Mathematics
- Modelling
- Probabilities
- Collecting and Analysing Data
- Finding Patterns in Data

An example question might be 'Work out the income tax, national insurance and student loan repayments for someone earning £52,000'.

There are two external examinations in the summer, both 90 minutes long. Preliminary material will be released in March where real-life examples of data and information will be given to you, and these are then used as the basis of questions in the examination.

## Why should you do Core Maths?

Core Maths is very strongly recommended for students studying one of the following A Level subjects but who are not doing A Level Mathematics:

- Biology
- Chemistry
- Computer Science
- Geology
- Psychology
- Business

## How will studying Core Maths benefit me?

A number of universities around the country (e.g. University of Bath, University of Sheffield, University of York etc) have recognised the value of the Core Maths qualification with alternative offers made for those looking to study a range of courses including Geography, Biology, Politics and Economics. An alternative offer means that if you achieved a high grade (B or above) in Core Maths, your conditional offer will be slightly lower, for example, where the typical A level offer is AAA, the alternative offer would be AAB.

## Heather Macleod Jones, Senior Admissions Officer (Access) at the University of Sheffield, explained the reasoning behind the changes:

*“A number of staff from across the University attended sessions on Core Maths and all came back singing the benefits of the qualification, which prompted us to look at the progress of students with the qualification on our courses. We genuinely feel this higher level and more recent maths study has been beneficial to students, specifically within our Faculty of Social Sciences where many courses have only a GCSE Maths requirement but do contain a significant proportion of applied quantitative problem solving and statistics within the core module content.”*

## The University of York also provides positive encouragement for level 3 Core Maths and said:

*“We welcome the introduction of the Core Maths qualifications and recognise the benefits that they bring, not only to university study, but also to future employment. In acknowledgement of this, some of our departments will make a reduced offer where a Core Maths qualification is taken alongside three A levels or equivalent. If you achieve B or higher in Core Maths, you may be eligible for an alternative offer up to one A level grade (or equivalent) below our typical offer.”*

## You might also find this article of interest:

<https://tinyurl.com/ye3e6p94>



## Need further information?

If you have any questions regarding this course, please contact Mr Penny at [m.penny@jkhs.org.uk](mailto:m.penny@jkhs.org.uk)

## Why study a MFL at A level?

A modern foreign language A level will enable you to develop and enhance:

- linguistic skills
- capacity for critical thinking
- spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes
- confidence, independence
- interaction with users of the language in speech and in writing, including through online media
- language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- knowledge about matters central to the society and culture, past and present, of the countries/communities where the language is spoken
- tolerance and understanding of other cultures
- the ability to learn other languages
- transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility
- the ability to proceed to further study or to employment.

Studying a modern foreign language at A level offers learners a rich and detailed insight into two main areas, as well as a broad and relevant learning experience.

The themes of travel and exploration, diversity and difference and contemporary youth culture are ones which resonate in the lives of young people today, enabling learners to empathise with issues and deepen their knowledge of how they affect the countries or communities where the target language is spoken.

The fourth theme introduces learners to a country specific theme focusing on a key period in the country's history, including significant events in political, intellectual and artistic culture, which have helped shape the country as it is today.

## What's it all about?

You will undertake components and sit informal AS exams at the end of Year 12. These exam(s) are internally marked and are used to judge your progress and success. In addition, these results will give universities a recent indicator of your success. During Year 13, you will study another three components and then at the end of Year 13, study for A-level exams in all of the topics you have studied since the start of Year 12. The Year 13 exams are externally marked and the speaking exam is conducted by an external examiner. The A level only takes account of the marks gained in the Year 13 exams.

## How is A level MFL taught?

Learners will, through the use of authentic materials, develop knowledge and understanding of the countries/communities where the target language is spoken through speaking, listening, reading and writing.

Learners will be expected to access authentic written and spoken material in the target language, including from online media, in the course of their language study.

The course covers two main areas of interest:

1. Social issues and trends
2. Political and/or intellectual and/or artistic culture.

### AS is made up of three components:

Component 1 is a speaking assessment (30%)

Component 2 combines listening, reading and translation (50%)

Component 3 assesses the learner's response to a literary work or a film (20%)

### A2 is made up of three components:

Component 1 is a speaking assessment (30%)

Component 2 combines listening, reading and translation (50%)

Component 3 assesses the learner's response to the study of two works (20%) (\*either two literary works or one literary work and a feature film.)

## Need further information?

If you have any questions regarding this course, please contact Miss Colclough at [lizcolclough@jkhs.org.uk](mailto:lizcolclough@jkhs.org.uk)

## What's it all about?

Music A level is recognised as an academic subject and accepted by universities and employers as a course that shows not only musical knowledge, but an ability to analyse, create and to work both with others and independently. If you enjoy playing music and want to learn more about it then this course is for you.

At JKHS we follow the EDUQAS syllabus. As with GCSE, the course is divided into three sections; listening and appraising, performance and composing. You can major in either performing or composing, enabling you to work to your strength.

## What skills do I need?

You need to be able to read music to at least a grade 5 level of theory. You must also be able to play or sing confidently for the performance component. You should be aiming at a grade 6 standard piece by the time of your recital in Year 13. This can be in any style such as classical, jazz, music theatre or rock.

### **Performance: either 25% or 35%**

This component is externally assessed by a visiting examiner. The performance is of 2 or more pieces with a duration of 4 – 6 minutes for 25% of the course, or an 8 -10 minute recital with a minimum of 3 pieces, one a solo, for 35%. You will be relieved to know that scales and technical exercises are not required. Ensemble performances include playing in a rock or jazz band, a string quartet, as an accompanist, or performing a realisation using music technology. Improvisation can also be used if appropriate.

### **Composing: either 25% or 35%**

Some students are stronger at composing than performing in which case you will compose 3 pieces for 35%. Alternatively, for 25%, you will compose just 2 pieces. One of the compositions will be to a brief set by the board.

## **Listening and Appraising: 40%**

This is the only exam component of the course and is one paper of 2 hours and 15 minutes length. The exam is mainly listening, based on works focused on the three areas of study.

**Area of Study A:** 'The Western Classical Tradition', is a compulsory unit. There are two specific works that are studied: Symphony No 104 in D major, 'London' by Haydn and Symphony No 4 in A major, 'Italian' by Mendelssohn.

**Area of Study either: B** 'Rock and Pop', **C** 'Musical Theatre' or **D** 'Jazz'

**Area of Study E:** 'Into the 20th Century'

## **What career or degree is A-level music useful for?**

Careers include performing, teaching (both privately and classroom), music journalism, orchestral manager or librarian, film or electronic games composer, session musician, music therapy and music technician to name just a few.

## **How will A-level music help me in the future?**

"In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community."  
(Eduqas)

## **Need further information?**

If you have any questions regarding this course, please contact Mr Davis at [a.davis@jkhs.org.uk](mailto:a.davis@jkhs.org.uk)



# Music Technology: Sound Engineering (BTEC) A-level course summary

---

## What's it all about?

The Music Technology (Sound Engineering) course is a two-year Extended Certificate which will gain you UCAS point's equivalent to one A-level and can be studied alongside other BTEC or A-Levels courses. The content of the qualification meets the knowledge, understanding and skills that underpin the role of a Studio or Live Sound Engineer.

- This course is for you if you have an interest in music and want to learn more about how it is created. It is designed to increase your knowledge and understanding of music production software, live sound engineering and recording techniques. You will develop and apply theory and practical skills through recording, editing, and mixing sessions. You will also develop an understanding of studio roles.
- This course is aimed at students who wish to advance their skills and technical knowledge in music technology and production with a view to gaining a qualification that will enable them to progress onto a higher-level qualification and seek employment or apprenticeships in the music technology industry.
- You do not need to be a musician to complete this course, but an enjoyment of music and creativity are a must.

The course will provide you with a range of transferable skills, much valued in the working world.

## What topics are covered?

- Live sound - understanding sound requirements for music venues, how to set up sound systems and create a successful live mix.
- Studio recording techniques-setting up equipment, capturing audio sources using multi-track recording techniques and mixing down recordings.
- DAW (Digital Audio Workstation) production - a mandatory externally moderated unit, using sequencing techniques to create music in software, combined with recorded audio to realise musical ideas.
- Mixing and mastering techniques – learning how to mix and master recorded audio professionally using industry standard production techniques.
- Working and developing as a production team – learners will develop an understanding of the collaborative process by which a music recording project is carried out.

## How is the subject taught?

This is a very practical and vocational course, with the use of ICT and advanced studio facilities featuring very prominently. Students work both individually and within groups to develop their skills. There are a number of manageable coursework assignments to complete each year. These target the various units of study and give students the opportunity to maximise their achievement by linking different topics together.

# Music Technology: Sound Engineering (BTEC) A-level course summary

---

## **What career or degree is it useful for?**

BTEC music technology sound engineering develops skills that are used in many areas of the music and media industries. Career paths that are opened can include: live sound engineering; recording studio work; live music performance; events management & organisation; working with new media & advertising, film and television; the broadcasting and communications industries. At degree level music technology is a subject in itself, but can complement a variety of other areas of study such as music, new media studies, communication systems & IT, physics and drama.

## **What do I need to get onto the course?**

Previous study of music/music technology through BTEC or GCSE would be preferable, as well as practical musical ability.

## **Need further information?**

If you have any questions regarding this course, please contact Mr Davis at [a.davis@jkhs.org.uk](mailto:a.davis@jkhs.org.uk)

## What's it all about?

All different aspects of PE and sports. This is split into 2 sections:

- Practical 30%
- Theory 70%

## What topics are covered for A level?

- Anatomy and physiology
- Contemporary issues in PE
- Skill acquisition
- One practical activity plus observation and analysis
- Exercise physiology and biomechanics
- Sports psychology
- History of sport and PE
- One practical activity plus observation and analysis linked to theoretical work.

## How is the subject taught?

“Superbly!” (Mr Donoghue). But seriously – it is taught through note-making, presentations, quizzes, mind-maps, group work, practical sessions, exam-style questions and revision seminars.

## What do I need to be ‘good’ at this subject?

You need to be keen and enthusiastic in all areas of PE. A willingness to relate practical skills to theoretical work is a real strength. To be VERY competent at one practical activity.

## What career or degree is it useful for?

PE teacher, sports physiotherapist / psychologist, sports manager, leisure management, sports journalist.

## What do I need to get onto the course?

A good all-round base of GCSEs, preferably at grade 5 or above. PE GCSE is preferred, but we will discuss individual cases with you if you haven't got it. A good science background as well as at least a grade 5 in English is advisable.

## Need further information?

If you have any questions regarding this course, please contact Mr Donoghue at [michaeldonoghue@jkhs.org.uk](mailto:michaeldonoghue@jkhs.org.uk)



## What's it all about?

Biology is the study of all living things; how they work and how they interact with each other and their environment.

### Topics covered for Year 12:

- Topic 1: Biological Molecules
- Topic 2: Cells, Viruses and Reproduction of Living Things
- Topic 3: Classification and Biodiversity
- Topic 4: Exchange and Transport

### Topics covered for Year 13:

- All of the topics above
- Topic 5: Energy for Biological Processes
- Topic 6: Microbiology and Pathogens
- Topic 7: Modern Genetics
- Topic 8: Origins of Genetic Variation
- Topic 9: Control Systems
- Topic 10: Ecosystems



## How is the subject taught?

Biology is taught through a mixture of note-taking, discussion, research, presentations and practical work. The residential field course studying marine (seashore) ecology is a critical part of the study of A-level biology.

## What do I need to be 'good' at this subject?

You will need an interest in all aspects of the living world as well as a good range of study, mathematical, practical, teamwork and literacy skills.

## What career or degree is it useful for?

Medicine	Nursing	Physiotherapy	Research Biochemistry
Sports Science	Food Industry	Agriculture	Veterinary Science
Dentistry	Teaching	Forensic Science	Ecology, etc.

## What do I need to get onto the course?

You will need to be well organised with good attendance and study skills. You will need at least 5 good GCSE passes including combined science grade 5, a grade 5 mathematics and at least 5 in English.

## Need further information?

If you have any questions regarding this course, please contact Mr Smith at [FrazerSmith@jkhs.org.uk](mailto:FrazerSmith@jkhs.org.uk)

## What's it all about?

If you enjoyed chemistry at GCSE, you'll love this course. In two years, you'll get a real in-depth knowledge of this fascinating subject, preparing you for higher education or giving you the credentials to enhance your job options straight away. Chemists have greatly improved the quality of life for the majority of people. This course is underpinned by the practical skills and you will discover how chemists are real innovators, designing solutions to the problems that affect modern life.

## What topics are covered?

In the first year of the course, you'll build on your studies at GCSE and cover physical, inorganic chemistry, Physical chemistry explains why reactions take place by observing and explaining energy changes, rates or reaction, strengths of acids and bases and much more. Trends of the Periodic Table are explained by using inorganic chemistry, whilst organic chemistry is the study of carbon based molecules and their reactions.

The second year of the course follows a similar format; you will study topics that both link to and follow on from those you encounter in Year 12 as well as further expand your practical skills. Although there is a formal assessment at the end of Year 12, your final A-level grade will only be based on three assessments at the end of the second year of the course.

## What practical work will you do?

Throughout the year, you will develop a range of practical skills and understanding, which will also be assessed, in your exams. Students are also required to complete a minimum of 12 longer practical activities during the A-level course. Successful completion of the practical part of the course will be reported on the student's A-level certificate alongside the grade achieved in the written papers.

## Who takes the course?

Students with a wide range of interests enjoy the chemistry course. Whether you want a job in medicine or industry, chemistry is the solid platform upon which careers are built. Students usually progress to university or higher-level apprenticeships.

## Where will success take me?

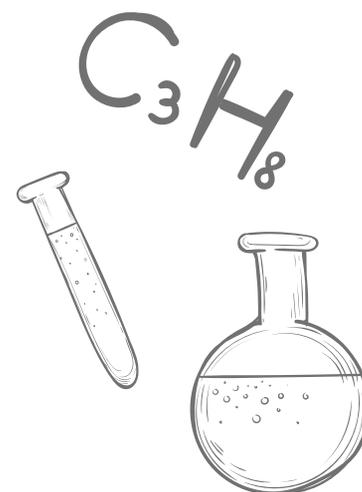
Chemistry is a great choice of subject for people who want a career in health and clinical professions, such as medicine, nursing, biochemistry, dentistry or forensic science. It will also equip you for a career in industry, for example in the petrochemical or pharmaceutical industries, or in careers such as accountancy, law and teaching.

## What do I need to get onto the course?

Combined Science grade 5 or above. Due to the rigours of the course, grade 5 or above GCSE mathematics is also advisable. You also need to be well organised and have good study skills. Although it is not compulsory to study some subjects together, studying chemistry at A level is certainly complemented by also taking any of the following other subjects: physics, biology or mathematics.

## Need further information?

If you have any questions regarding this course, please contact Mr Smith at [FrazerSmith@jkhs.org.uk](mailto:FrazerSmith@jkhs.org.uk)



## What's it all about?

Geology will take you on an amazing journey.

The study of earth science, the structure, evolution and formation of the planet. The subject contains strong elements of biology, chemistry, physics, and geography. If you are interested in the world we live in then geology is definitely the right subject for you!

Climate change is a threat to the existence of life on Earth. The rocks record tells us of similar events in the past and how our planet recovered. Geologists are playing a crucial part in finding ways to use this information to help prevent a catastrophe in the future.

## What topics are covered over the two year course?

- Elements, minerals and rocks
- Surface and internal processes of the rock cycle (Igneous, Sedimentary and Metamorphic rocks)
- Structural geology
- Time and change – Palaeontology
- Earth structure and global tectonics
- Understanding geological maps and practical geology and problem solving
- Residential fieldwork trips to Pembrokeshire and Dorset
- Rock deformation
- Past life and past climates
- Earth materials and natural resources

There are five themes which integrate and develop the knowledge, understanding and skills acquired in the core aspects. These are:

- Geohazards
- Geological map applications
- Quaternary geology
- Geological evolution of Britain
- Geology of the lithosphere

## How is the subject taught?

The subject is taught by Mr Smith and Mr Green. We use interactive whiteboard work, videos, map work, practical “hands on” sessions, field trips, note-making and exam practice.

**Please note that there is a compulsory after-school element** – Mr Green teaches from 3.30 to 5.00 two nights per week (Tuesdays for Year 12 and Thursdays for Year 13).

The WJEC/Eduqas A-level in geology places problem solving at the heart of learning. Learners are encouraged to respond to geological information in both familiar and novel situations in the laboratory and in the field. Learners should be able to apply their knowledge and understanding of the contents of this specification by exploring contexts and situations that are not explicitly indicated in the specification, reflecting the skills demanded by those engaged in the study of geology, and other disciplines, beyond A-level.

## What do I need to be 'good' at this subject?

If you currently enjoy science and have an interest in the story of the planet you will like geology. GCSE geographers make particularly good transitions to A-level geology. If you have a secret collection of stones and fossils in your bedroom or you only take pictures of your family for scale then this is the subject for you!

## What career or degree is it useful for?

Geology develops analytical and observational skills that are recognised by a wide range of employers. There is a worldwide shortage of geologists working in minerals and resources exploration. The newest challenges lie in renewable energy that will require new reserves of rare minerals and elements to be found and extracted sensitively and ethically with earth scientists at the cutting edge of new green technologies.

Almost half of all sixth form geology students at JKHS have gone on to university to study geology. Universities such as Exeter (Camborne), Imperial, Leicester, Manchester, Liverpool, Plymouth, Portsmouth and Birmingham have all been popular.

Many JKHS geology alumni now work in the fields of geology, oil and mineral exploration, geotechnics and civil engineering all over the world.

Geology is a very rare subject to offer at A level and gives a great advantage to any student planning on taking geology at university.

## What do I need to get onto the course?

Good GCSE results in science (grade 5 plus), maths and English. Geography at GCSE is an advantage, but is not a requirement.

## Need further information?

If you have any questions regarding this course, please contact Mr Smith at [FrazerSmith@jkhs.org.uk](mailto:FrazerSmith@jkhs.org.uk)

## What's it all about?

Physics is the study of everything – from sub-atomic particles to the entire Universe!

It asks questions about how and why things behave as they do. Physics A level is held in high regard because it is universally recognised to be challenging and it requires you to demonstrate both scientific and mathematical skills at a high level! It is not for the faint hearted!

## What topics are covered for Year 12?

- Foundations of physics (physical quantities and units, making measurements and analysing data)
- Forces and motion (motion, forces in action, work energy and power, materials, momentum)
- Electrons, waves and photons (charge and current, energy power and resistance, electrical circuits, waves, quantum physics)

## What topics are covered for Year 13?

- Newtonian World and astrophysics (thermal physics, circular motion, oscillations, gravitational fields, astrophysics and cosmology)
- Particles and medical physics (capacitors, electric fields, electromagnetism, nuclear and particle physics, medical imaging)

## Practical Endorsement

Students are required to complete a minimum of 12 practical activities which cover a range of skills and techniques during the A-level course. Successful completion of the practical part of the course will be reported on the student's A-level certificate alongside the grade achieved in the written papers.

## How is the subject taught?

Practical and theory sessions, data-logging investigations, problem solving, Q&A sessions, discussion, fact-finding, note-making, written exercises, group work, exam practice.

## What do I need to be 'good' at this subject?

You need to be a person with an inquiring mind who likes asking questions. You should be a confident mathematician with good practical skills. You must like solving problems and be keen to face challenges. You need to be able to work as part of a group. You must be willing to work hard and complete a demanding workload!

## What career or degree is it useful for?

Physicists often have jobs in the medical world, engineering, scientific civil service, communications, meteorology, geophysics, finance, computing energy, education, the environment, materials science and many branches of industry. A-level physics gives you an unrivalled breadth of skills that can be used in most careers.

## What do I need to get onto the course?

You need a minimum of grade 5+ in combined science and 5 in maths. We would strongly advise you to study maths at A-level as this will support your studies in physics.

## Need further information?

If you have any questions regarding this course, please contact Mr Smith at [FrazerSmith@jkhs.org.uk](mailto:FrazerSmith@jkhs.org.uk)

## What's it all about?

This qualification looks at the types of crime that take place within our society. How do we decide which behaviour is criminal? How do we explain why some people commit crime and how can we use different theories of criminality to explain this behaviour? You will study real life cases in order to gain an understanding of the criminal justice system from the crime scene all the way to the courtroom and look at how social control is achieved within our society.

## What topics are covered?

During the first year you will study two Certificate units. Within these units you will look at different types of crime and public perceptions of crime, gaining an understanding of why some crimes go unreported to the police and media. The second Certificate unit, through its focus on a series of criminological theories, also allows learners to gain an understanding of why people commit crimes.

During the second year of the course, the Diploma units will foster a deeper understanding of the criminal justice system and you will develop the skills needed to examine criminal cases and review verdicts. You'll look at the roles of personnel and processes involved from the moment a crime takes place until the verdict itself is passed. In the final unit, you will apply your knowledge of criminological theories to understand how and why we use punishment within the criminal justice system in order to achieve social control. You will learn how to evaluate the effectiveness of social control agencies, such as the police and prisons, in achieving their aims.

## How is the subject taught?

There is a large focus on independent research as part of this course, along with note-taking, mind maps, presentations, group work, display work, videos, quizzes, question and discussion sessions.

## How will I be assessed?

**Year 1:** Controlled Assessment: **Unit 1:** Changing Awareness of Crime

**External exam:** **Unit 2:** Criminological Theories

**Year 2:** Controlled Assessment: **Unit 3:** Crime scene to Courtroom

**External exam:** **Unit 4:** Crime and Punishment

## What career or degree is it useful for?

Psychology, Sociology, Probation services, police, forensics, social work, law, social policy, youth work, public services.

## What do I need to get onto the course?

A good range of GCSEs at grades 5 or above, including English.

## Need further information?

If you have any questions regarding this course, please contact Mr Wardale at [NicholasWardale@jkhs.org.uk](mailto:NicholasWardale@jkhs.org.uk)

## What's it all about?

Psychology is defined as “the scientific study of the human mind and its functions, especially those affecting behaviour.” Psychologists are interested in all aspects of human behaviour, including eyewitness testimony, aggression and explanations of mental disorders.

## What topics are covered for A Level Psychology?

- **Methodology:** Planning, conducting, analysing and reporting psychological research using a range of experimental and non-experimental techniques.
- **Social Psychology:** Obedience and Bystander behaviour
- **Cognitive Psychology:** Eyewitness testimony and Attention
- **Developmental Psychology:** Aggression and Moral development
- **Biological Psychology:** Functions of different areas of the brain and Brain plasticity
- **Individual differences:** Freud and techniques for measuring differences
- **Issues in mental health:** Medical model, alternative approaches, treatment of disorders
- **Criminal Psychology:** Biological and Psychological explanations for criminal behaviour
- **Sports Psychology:** Audience effects, impact of personality on motivation and leadership
- **Perspectives and debates:** Behaviourist and Psychodynamic perspectives, the nature/nurture debate, and the scientific status of Psychology

## How is the subject taught?

Note-taking, mind maps, presentations, group work, display work, videos, quizzes, question and discussion sessions.

## What do I need to be 'good' at this subject?

To study psychology you need to be interested in finding out why humans behave in the ways that they do. You need to be hard-working, like reading and be broad-minded with the ability to think critically and not accept everything you read!

## What career or degree is it useful for?

Psychology is useful for most degrees and any career that involves people, in particular business and managerial positions, teaching (especially special needs), and work within the health service. Careers directly linked to psychology include research psychologist, educational psychologist, drama therapist, counsellor, clinical psychologist, sports psychologist, and forensic / criminal psychologist.

## What do I need to get onto the course?

As the subject is essay based, you need GCSE English, preferably at grade 5 or above. There is a large mathematical element to the course and therefore a grade 5 or above in GCSE maths is also preferred.

## Need further information?

If you have any questions regarding this course, please contact Mr Wardale at [NicholasWardale@jkhs.org.uk](mailto:NicholasWardale@jkhs.org.uk)

## What's it all about?

"Sociology is the study of individuals and groups and the way they act in society. It can provide a better understanding of the world and therefore the means for improving it." Sociologists are interested in media influence, power and status, inequalities and explaining crime and deviance.

## What topics are covered for A Level Sociology?

- **Socialisation and culture:** the influence of family, peers and media on behaviour and identity.
- **Families and households:** changes to family life and reasons for diversity.
- **Education:** What is the purpose of education and does it provide equal opportunities for all pupils.
- **Sociological theories:** differing explanations including functionalism, Marxism and feminism.
- **Social inequality:** advantages and disadvantages faced by groups in society linked to aspects such as gender, ethnicity, social class and age.
- **Criminal behaviour:** explaining crime, for example is it the structure of society or a breakdown in families.
- **Tackling crime:** policy to solve the problem of crime from prevention, to policing and punishment.
- **Research methods:** the tools sociologists use to gather evidence about social behaviour. Questionnaires, interviews and observations.

## How is the subject taught?

Note taking, class discussion, debates, peer support/sharing, documentaries, quizzes, posters/model making, recall activities, exam practice, mind maps, independent research.

## What do I need to be 'good' at this subject?

You need to be hard-working and prepared to read relevant materials from a variety of sources (textbooks, newspapers etc.). Most importantly you need to be interested in people and the way they act in society. It helps if you are able to question some of the "common sense" assumptions about the world and are happy to talk about issues and discuss them with the group.

## What career or degree is it useful for?

Sociology will give you academic study skills that are useful for most degrees. Such as Sociology, Social Policy, Psychology, Criminology, International Relations, Law, Health, Teaching, Politics, Journalism, Public Services, Policing, Social Work, Art, Fashion and Drama, Business and Marketing and any jobs within these fields.

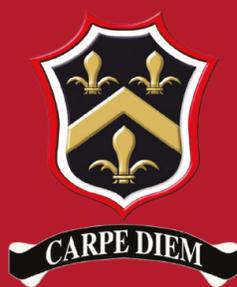
## What do I need to get onto the course?

A good range of GCSEs at preferably grades 5 or above, including English language.

## Need further information?

If you have any questions regarding this course, please contact Mr Wardale at [NicholasWardale@jkhs.org.uk](mailto:NicholasWardale@jkhs.org.uk)





# *John Kyrle High School*

---

Ledbury Road, Ross-on-Wye, HR9 7ET

Tel: 01989 764358

[admin@jkhs.org.uk](mailto:admin@jkhs.org.uk) [www.jkhs.org.uk](http://www.jkhs.org.uk)