

St C h r i s



**Sixth Form
Curriculum
Information
2024-26**



The Sixth Form at St Chris

The Sixth Form in any school represents the pinnacle of school life: the academic work is at its most challenging; the opportunities for developing one's personality and wider social skills are at their greatest; extra-curricular activities flourish at their broadest.

It is the place too from where the horizons of the future can most obviously be viewed. The Sixth Form is the juncture at which the transition from school to university, college and the world beyond school begins.

St Chris Sixth Form is an inspiring and challenging place to learn. During the two years of Sixth Form pupils grow and develop both academically and socially, making the most of the unique environment and the many opportunities available at St Chris.

The quality of the experience of being a Sixth Former at St Chris prepares students as fully as possible for life after school. Our relatively small size ensures that students can be given outstanding support as they make decisions about university entrance – decisions which will almost certainly have a great influence on their lives. The fact that our community allows everyone to know each other very well provides them with a truly collaborative academic atmosphere.

Students have opportunities through the School Council and through roles as Major Officials to influence the way the School develops. They become aware, through direct experience, that privilege brings responsibility.

We offer a wide range of A level courses and a Level 3 Diploma. Class sizes are small and students enjoy individual attention. Facilities are excellent with many specialist areas purpose-built and equipped to the highest standards.

There is a specific Sixth Form Centre and excellent extra-curricular provision for drama, music and sport.

St Chris has always been keen to promote a well-balanced curriculum so the Sixth Form combines hard work and enjoyment.

The Sixth Form is also a time when interests widen. St Chris is an outward-looking community, and the School's ongoing commitment to its local community, to issues of international concern such as climate change and globalisation, and to the development of independently-minded individuals, all ensure that involvement in major issues can be combined with academic work.

St Chris has a long-standing record of academic success. Through a system of dedicated and individually tailored support from Higher Education and UCAS Advisers, careers advice and bespoke support, we are able to support our students to reach their next steps. Pupils regularly gain admission to the very best universities (including Oxford, Cambridge and others of the Russell Group) as well as art colleges, apprenticeships and vocational qualifications. In 2023, 90% of pupils were offered a place at their first choice of university.

Its concern with the needs of the individual and its connections with the wider world (for example, through World Challenge trips to Borneo or Sri Lanka), mean that St Chris offers a stimulating and enjoyable Sixth Form experience with ample opportunities for success.

**We have a superb record of
academic success with pupils
gaining admission to the best
universities.**

ENTRY STANDARD

St Chris views each child as an individual and our admissions process to Sixth Form takes this in to consideration. We do expect our prospective Sixth Form pupils to obtain at least 5 GCSEs at grade 5 or above in order to follow an A level programme, with at least a grade 6 in the subjects selected for study at A level, or in relevant subjects where a student is starting a subject from scratch, such as psychology, business, or politics.

Those without GCSEs (for example, those who may have followed an overseas curriculum) will need to demonstrate suitable ability.

In practice, the vast majority of entrants into our Sixth Form gain significantly better results than the minimum requirement.

ACADEMIC PROGRAMME

The majority of students study three or four A levels in the Lower Sixth (Year 12), often in combination with the Extended Project Qualification (EPQ).

CHOOSING AN A LEVEL PROGRAMME

PUPILS ALREADY AT ST CHRIS

For pupils already at the School, the process of deciding which A levels to take starts in the November of Year 11 (V Group) with the Sixth Form Information Evening, followed by a series of support sessions through the PSHE programme and their Head of Year and Company Adviser.

During this process students can take time to consider and discuss the A level subjects available and begin to consider their A level choices.

Most students are motivated to take a subject because they find it interesting or they have a personal aptitude for it. Students should also bear in mind their possible future plans for university courses and careers. For example, if you are thinking of studying medicine at university, it is essential to take Chemistry A level.

At the start of Lower Sixth there is an Induction Conference on the day before the start of term in September. Students will, by then, have received their GCSE results. The Conference provides a further opportunity to meet with A level subject teachers and receive advice and guidance.

PUPILS JOINING ST CHRIS

For pupils who are joining St Chris for Sixth Form, we offer bespoke tours, a meeting with the Assistant Head (Sixth Form), and the Heads of Department of subjects you are interested in studying. You will discuss and explore your A level choices with a senior member of staff, and will also receive further advice and guidance at the Induction Conference and during the first two weeks of term in Year 12.

Please be aware that the A level timetable is set in the Spring term prior to the start of Sixth Form, and from this point subject blocks are set.



A Level

Subjects Offered

Art & Design: Art, Craft & Design

Art & Design: Fine Art

Art & Design: Graphic
Communication

Art & Design: Photography

Art & Design: Textile Design

Art & Design: Three-Dimensional
Design

Biology

Business Studies

Chemistry

Computer Science

Drama and Theatre

Economics

English Literature

Film Studies

French

Further Mathematics

Geography

History

Mathematics

Music

Philosophy

Physical Education

Physics

Politics

Psychology

Spanish

Diploma (Level 3)

Subjects Offered

Food Science & Nutrition

SUBJECT COMBINATIONS AND SUBJECT BLOCKS

Subject blocks are set annually to ensure that the maximum number of students have their desired combination of A level subjects. However, due to staffing and timetable constraints we cannot guarantee to provide all combinations of subjects.

It is also possible that courses will not run if the level of interest is low. If this is the case, the School may make the decision to withdraw a subject prior to the start of the school year and will inform pupils and parents accordingly.

ENTRY INTO UPPER SIXTH

Lower Sixth students do not have an absolute right to progress to the Upper Sixth (Year 13). Progression depends on satisfactory performance and evidence of good work habits, approach and determination in the Lower Sixth year. St Chris has always taken pride in pupils who work hard and display positive attitudes to the wider life of the School.

SUPPORT THROUGHOUT SIXTH FORM

Joining the Sixth Form is an exciting time. However the academic step-up from GCSE to A level, and the increased focus on independent learning can lead to it being a time when some pupils feel uncertain and a little daunted. To combat this, St Chris offers a personalised and detailed support programme for each pupil, to ensure that they thrive within the Sixth Form environment.

Pupils are allocated a Personal Tutor and the partnership between tutor and pupil forms a central relationship, with the tutor guiding, advising and acting as a critical friend and supporter. Pupil support is on-going and comprehensive with Personal Tutors keeping a close eye on the well-being of the pupils in their care. They also meet formally once a week to review both pastoral and academic progress, and liaise with parents/carers, giving updates and specific targets. Tutors help pupils settle into Sixth Form, encourage them to become responsible independent learners and to participate in the wide range of opportunities available outside of the classroom.

Students are also supported by the Assistant Head (Sixth Form) and the Head of Year 12 and Head of Year 13.



THE SIXTH FORM INDUCTION PROGRAMME

At the beginning of the Lower Sixth pupils take part in a two week induction programme which includes events, both academic and social, to enable them to make a positive start to Sixth Form.

The programme begins with a Lower Sixth Induction Conference on the day before the start of the school year in September, followed by a two-week induction into the students' chosen A level subjects.

During this two week period students participate in bonding and social activities (including a short residential trip) to encourage the Lower Sixth to get to know one another. The two-week induction programme is particularly helpful for students who are new to the School.

PROGRESS AND TRACKING

The dedicated Sixth Form team at St Chris are there to support pupils every step of the way to ensure that their transition is a successful one.

Throughout their time in Sixth Form, pupils receive regular feedback and guidance about their progress from subject teachers. Each pupil is also involved in regularly reviewing their progress with their Personal Tutor.

Personal Tutors, Assistant Head (Sixth Form) and the Heads of Year 12 and Year 13 are all available to support students who may be experiencing problems, alongside school counsellors if appropriate. Any issues or concerns are sensitively and thoroughly discussed with students and parents. Student support is on-going and comprehensive.

Each year parents receive two interim reports and two full reports. There are also two Parents' Consultations where subject teachers and Personal Tutors are available for one-to-one meetings. Pupils are encouraged to attend these meetings along with their parents or guardians.

All departments and subjects offer opportunities to support and extend pupil's learning beyond the classroom. These are often at lunchtime or after school and in some cases, for example for A level Three Dimensional Design, they are at weekends.



SIXTH FORM CENTRE

The Sixth Form Centre forms the central hub for academic and social life in the Sixth Form. There are IT facilities, quiet rooms and study areas for pupils to use during study periods. The facilities also include comfortable seating, a kitchen area, a coffee machine and table football and table tennis facilities.

The Broader Curriculum

As well as following their individual academic programme, members of the Sixth Form also take part in a number of other activities that are designed to broaden their experience.

It is very much part of the St Chris tradition to encourage students to develop their personalities and interests as widely as possible. This process will be every bit as important as academic success when the time comes to find employment after university.

PSHE

There is a wide-ranging programme for PSHE in the Lower Sixth which follows the guidance from the PSHE Association and feedback from pupil voice about what they would like to cover. Visiting speakers come to the School to talk to the students about a variety of issues, for example: consent and relationships; the law; mental health; gap years; personal finance and careers. These compulsory sessions are a stimulating extension to the students' programme and provide ample opportunity for developing thinking and discussion skills.

CAREERS AND HIGHER EDUCATION PROGRAMME

St Chris provides comprehensive guidance and support to help students formulate their plans following Sixth Form through the PSHE curriculum. Students have access to Unifrog, a careers and post-16 application platform which supports young people to consider what their next steps are after school. This includes in depth information about all university courses in the UK and many international ones, as well as key information about each university campus to ensure students are able to make informed decisions about which courses to apply for.

Each pupil also has a programme of one-to-one meetings with a dedicated Higher Education Adviser, who provides application guidance and support.

EXTENDED PROJECT QUALIFICATION

The School offers students the opportunity to submit an EPQ for examination. Students may pick any topics that interest them, so long as the question they are attempting to address meets the criteria of the course. The course lasts 12-18 months (depending on the start date).

Students are also allocated to an EPQ Supervisor for individual guidance during the process of producing the project itself.

POSITIONS OF RESPONSIBILITY

Sixth Form pupils play a vital role in school life at St Chris, and there are a number of positions of responsibility for which we encourage all pupils to volunteer; as Major Officials; as Peer Mentors; as participants in and leaders of the different committees and activities such as sports teams and as role models.

Sixth Form pupils are able to design, develop, implement and evaluate initiatives within St Chris and our wider community.

We strongly believe that our pupils, both collectively and individually, are an invaluable resource for the School and will also gain personally from their involvement.

MAJOR OFFICIALS

The whole school takes part in elections each year to vote for a committee of pupils to run the School Council. These posts are held by Lower Sixth pupils, and are termed Major Officials.

Major Officials also run a number of committees within the School including Events and Fundraising, Food and Be Green, our environmental committee. These committees are responsible for running activities such as the Summer Ball, the pupil coffee shop and developing initiatives such as reducing the School's use of single use plastics.

POSITIONS INCLUDE:

Head Students

Deputy Head Students

Chair of Council

Treasurer of Council

Secretary of Council

Chair of Events & Fundraising

Chair of Be Green

Chair of Human Rights

Chair of Food Committee

Head Boarder

PEER MENTORS

Peer Mentors are Sixth Form students who act as mentors to younger students in the Senior and Junior Schools.

Peer Mentors offer a wide range of support – it can be anything from helping new pupils to settle in, or spending time with a younger student to help with a particular academic or social issue that they may have. The programme is a particularly popular way for students to commit to helping the whole school community and both Peer Mentors, and those that they work with, find that it's a very rewarding role.

LEADERSHIP ROLES ACROSS ST CHRIS

There are many ways to lead and serve the pupil body in the Sixth Form in addition to being a Major Official or Peer Mentor. Pupils can take a leadership role in one of the many co-curricular groups, for example sports teams or music groups, or through their community service activities or through working with local and international charities.

COMMUNITY SERVICE

All members of Year 12 take part in the St Chris Community Service Programme from January in Lower Sixth. This involves a commitment of at least 10 hours where pupils undertake volunteer work at a variety of local charities and organisations. This has been found to be a rewarding experience and has led students to undertake further volunteer work in the Upper Sixth or during a Gap Year.

St Chris has links with several local schools, care homes, community-based arts programmes and local charities. There are also opportunities within school, including helping with Junior School sports and after-school activities. Beyond this wide choice of pre-arranged placements, students can also make their own suggestions and plans if suitable.

SUBJECT-RELATED CONFERENCES AND EDUCATIONAL TRIPS

As part of the academic programme, departments frequently arrange trips to extend the academic experience. These include English, biology and psychology conferences, evening lectures from world-leading academics, poetry workshops, art gallery visits to London and Cambridge, visits to a Crown Court, theatre trips, biology and geography field trips and foreign language exchange visits for language students.

OTHER TRIPS AND VISITS IN THE SIXTH FORM

Sixth Form students have the opportunity to take part in a cycle of expeditions to places as diverse as Ladakh, Borneo and Madagascar.

During the week-long Late Summer Programme (LSP) at the end of the Summer Term, Lower Sixth students take part in a variety of activities, some aimed at Sixth Form, but many students accompany LSP trips in the lower years of the Senior School, to provide support for younger students and to gain experience in helping to plan and run a trip.



Recent LSP trips and activities have included:

- **A level Art and History trip to Berlin or Paris**
- **A level Biology and Geography trip to Madagascar**
- **Year 9 trip to Switzerland**
- **STEM Headstart course**

OPTIONS PROGRAMME

The whole Senior School is involved in Options – our activities programme – on Thursday afternoons. Some of the current Options include cycling, enamelling, film editing, costume and set design, Duke of Edinburgh's Award and advanced cookery.

ADDITIONAL ACTIVITIES

SPORT

There is the opportunity to join in with a wide range of sports including badminton, football, netball, basketball, tennis and cricket. The School also has its own fully-equipped gym and a large indoor heated swimming pool. Since exercise is so important for a healthy lifestyle, we strongly encourage all students to participate.

DRAMA

The School has its own fully-equipped theatre and drama studio, and there are regular productions during the year. There is also the opportunity to join the technical support team in the Theatre.

MUSIC

There is the opportunity to learn a number of different musical instruments at St Chris. There is an orchestra and a range of other groups, including a jazz band and there are frequent opportunities to take part in music evenings and concerts.

OTHER ACTIVITIES

There are many additions to the School programme, which range from: Debate, Robotics, and sports such as table tennis and basketball to the Recycled Fashion Show, a popular annual event which encourages students to either design or model fashion items made from recycled materials.

Boarding in Sixth Form

Boarding at Sixth Form is a great option to consider for pupils who would like to focus fully on the academic step up to A levels by extending the school day, or perhaps for those pupils who may have a longer commute.

Current and recent Sixth Form pupils have commented on the benefits of staying in school to study in the evenings, and being part of a conscientious and focussed Sixth Form boarding community. Completing study work during the week at school also gives pupils the added benefit of freeing up time at the weekends to rest and recuperate once all their work has been completed.

Our Sixth Form boarding community is thriving and friendly. We offer full boarding, weekly boarding and flexi boarding, where pupils stay up to two nights a week.

Sixth Form boarders have their own bedrooms with shared communal spaces. Our boarders come from near and far and they experience an inclusive and welcoming community where life-long friendships are made.

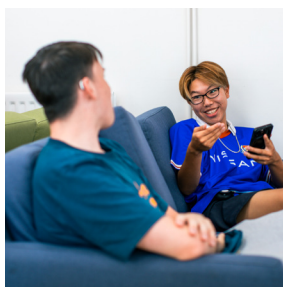
Boarding is led by Houseparents, who are supported by Resident Tutors. Our Houseparents share many years of experience caring for young people in co-educational boarding settings.

Our boarding staff share a belief in a purposeful and well-ordered living and learning environment, a friendly and informal home where everyone feels comfortable and cared for. Boarding enables young people to learn the relationship between rights and responsibilities, and the balance between individuality and being part of a community. Our aim is that our boarders will develop a capacity for tolerance, self-sufficiency and independence that will serve them well throughout their adult life.

In addition to studying, there are many optional activities on offer for boarders in the evenings and at weekends both on and off campus. During the week this could be go-karting, a trip to a trampoline park or a cookery evening. Boarders can also enjoy using several communal areas, including television rooms, a games room, study areas and kitchens. They also have access to many of the main school facilities outside of the normal school day, for example the swimming pool, tennis courts and skate park.

For pupils currently at St Chris, trial boarding nights can be arranged to give you a taster of what boarding is like.

Please contact the Admissions department for further information.

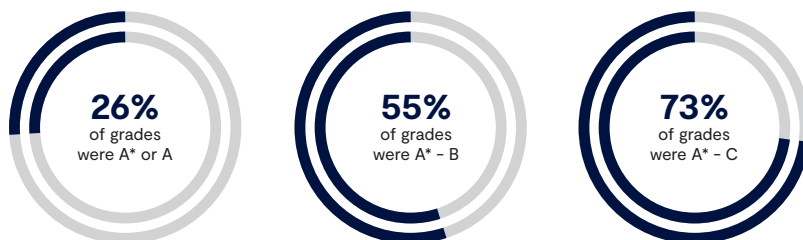




A Level Results 2023

Examination results record one very important aspect of achievement at school. We look at the achievements of every individual in the context of their own ability and aim to ensure that all fulfil their potential. St Chris takes a broad view of academic success but we regard A level results as vitally important.

A Level Results Summary



A Level Breakdown by Subject

Subject	A*	A	B	C	D	E	U
Art - Art, Craft & Design	0	0	3	1	0	0	0
Art - Fine Art	0	1	4	1	1	0	0
Art - Graphic Comms	0	0	0	1	0	0	0
Art - Photography	0	1	3	1	1	0	0
Art - Textile Design	0	0	0	2	0	0	0
Art - 3D Design	0	4	3	0	0	0	0
Biology	1	5	1	1	0	0	0
Business	0	0	0	2	3	1	0
Chemistry	0	4	1	0	0	0	0
Computer Science	0	0	0	0	0	2	0
Drama & Theatre	0	0	0	2	3	1	0
English Literature	0	1	2	0	2	0	0
Film Studies	0	0	1	0	0	0	0
French	0	0	1	1	0	0	0
Geography	2	1	2	1	0	0	1
History	0	0	1	0	0	1	1
Maths	0	2	1	1	0	0	0
Music	0	0	2	0	0	0	0
Physics	0	0	0	1	0	0	0
Psychology	0	2	2	1	1	3	2
Spanish	0	0	1	1	1	0	0

University Destinations

Virtually all St Christopher School leavers progress to university or art college at the end of Upper Sixth, with some taking a gap year first. All pupils are individually supported through the university application system by their Personal Tutor and a UCAS Adviser.

The breadth of the experience students receive at St Chris prepares them well for university life and the world of employment. They have a maturity and independence which helps them settle relatively easily in to higher education and make the most of the opportunities they find there.

In 2023, 90% of our students gained a place at their first choice of university.

SOME OF THE DESTINATIONS OF THOSE ENTERING UNIVERSITY IN 2023 INCLUDE:

Anglia Ruskin University	Fine Art
Anglia Ruskin University	Fine Art (with Foundation Year)
Aston University, Birmingham	Transport Management
Bath Spa University	Computing
Canterbury Christ Church University	Archaeology
Imperial College London	Materials Science & Engineering
King's College London, University of London	Biochemistry
London Metropolitan University	Product & Furniture Design
Newcastle University	Medicine & Surgery
Newcastle University	Geography
Nottingham Trent University	Furniture & Product Design
Queen Mary University of London	History & International Relations with a Year Abroad
Staffordshire University	Visitor Attraction & Resort Management
Stevens Institute of Technology	Tennis Scholarship
Swansea University	History with a Foundation Year
The Royal Drawing School	The Prince's Trust Art Foundation Course
University of Bath	Modern Languages (French adv & Spanish adv)
University of Birmingham	Economics
University of Brighton	Product Design (with Integrated Foundation Year)
University of Bristol	Psychology
University of Bristol	Philosophy
University of East London	Fashion Design (with Foundation Year)
University of Kent	Military History
University of Lincoln	Drama & English
University of the Arts London	Product & Furniture Design

Scholarships & Fee Assistance

St Chris offers a range of scholarships and fee assistance (bursaries) to encourage applications to the Sixth Form.

SCHOLARSHIPS

Each year there is one Academic Scholarship and one Art Scholarship awarded in Lower Sixth.

Scholarships form a maximum value of 10% of tuition fees, and are awarded after consideration of an applicant's performance in assessment exercises and interviews. They are awarded on merit and/or the ability to make an outstanding contribution to the wider life of the School.

Academic Scholarships are awarded following consideration of an applicant's performance in their GCSE examinations, and all candidates are automatically considered.

Art Scholarships need to be applied for separately and include an interview with the Art Department and the Head. Applicants will be asked to bring a portfolio of their work to discuss alongside a more general talk about their interests and experiences in the creative arts.

HOW TO APPLY FOR AN ART SCHOLARSHIP

To be considered for an Art Scholarship, please indicate your interest when registering via our online Registration Form. You will then be asked to complete an additional form on our online admissions portal. The deadline for submitting Art Scholarship applications for September 2023 entry is **Friday 24 November 2023**.

Internal candidates also need to register their interest via the Admissions Department by **Friday 24 November 2022**.

FINANCIAL ASSISTANCE

We are committed to ensuring that pupils who would benefit from an education at St Chris are not excluded from entering the School owing to their financial circumstances by offering means tested financial support with school fees to pupils who meet the School's admissions criteria.

This support is known as a Bursary. Bursaries are awarded in the form of a fee discount ranging from 5% – 100% in cases of proven need, depending on the individual circumstances of the individual.

St Chris is also committed to ensuring that no current pupil should have to be withdrawn part-way through a stage of their education owing to unforeseen financial difficulties, by offering means tested hardship support.

Each year The Robertson Bursary Trust and St Chris fund two full places for pupils to attend our Sixth Form. Financial assistance can cover both day and boarding fees. The fund was set up by the Robertson family, who have been part of the St Chris community as pupils, active Old Scholars and Governors for many years.

HOW TO APPLY FOR FINANCIAL ASSISTANCE

In the first instance, please register your child via the school's online admissions portal and indicate that you would like to apply for a Bursary on the Registration Form.

You will then be sent a link to the secure online Bursary Application Form. This must be completed by **Friday 24 November 2023 for those pupils looking to join the school in September 2024**.

Means-testing is conducted in partnership with a third party Bursary Assessment Associates.

Parents are required to fill in an online form, provide evidence of their financial circumstances and a representative from Bursary Assessment Associates will either visit you at home or meet with you online. The application process is covered in detail in our Bursary Policy.

Bursaries are reviewed annually and the award may be varied upwards or downwards, depending on financial circumstances.

Parents who would like to apply for hardship support should contact the Head's Office by emailing toni.warner@stchris.co.uk for further information.



Extended Project Qualification (EPQ)



St Chris offers students the opportunity to pursue the Extended Project Qualification (EPQ). Increasingly the EPQ is the ideal way to maintain breadth in what a student studies in the Sixth Form and also develop research and independent study skills. It is excellent preparation for the types of skills needed at degree level and can give extra 'weight' and value to a university application.

WHAT IS THE EPQ?

The EPQ is a qualification awarded for either the writing of a single extended essay or the production of an artefact (e.g. a drama performance or piece of art).

It receives a grade (A*-E) like any other subject. It is the equivalent of an AS level in terms of UCAS points (28 points for A*, 24 for A, etc. under the UCAS tariff system), but the true value lies more in the process of its production and what it says about the student and the skills, intellectual capacity and perseverance they must show to complete it.

To complete the EPQ, a student is required to

- **Produce a Project (a 5000 word essay, or a production/ artefact with a 1000 word report)**
- **Keep a production log (a diary of whatever they do throughout the Project)**
- **Give a short presentation and take questions from an audience on their Project.**

WHY CONSIDER AN EPQ?

The EPQ enables students to develop the skills of independent and extended study. This is enjoyable and rewarding in its own right but is also excellent preparation for university. The EPQ can also be a lot of fun, as there is no limit to what you can investigate; its open nature brings extra breadth to a student's study programme and allows them to follow a subject or topic about which they are passionate and interested. The qualification is also highly-regarded by universities who are increasingly looking for students who bring something extra to the table, beyond the basic A level grades that tens of thousands of applicants possess.

WHAT DO UNIVERSITIES THINK OF THE EPQ?

Universities have a high opinion of the EPQ, particularly those which are more selective, because it develops qualities in students that they deem key to success in the Higher Education environment.

For example, the Director of Admissions at Cambridge writes: "the potential benefits of extended projects are enormous...

Cambridge is one of many universities which support Extended Projects as good preparation for degree-level study."

Here's a sample of some universities' policies on EPQ:

- **Some tutors make two offers: AAA at A level, or AAB and an EPQ (e.g. Bristol and Southampton)**
- **EPQ is not included in the UCAS offer, but will be considered if the conditions are not met (London School of Economics)**

HOW DOES ST CHRIS SUPPORT THE EPQ?

To an extent, working habits have to be self-directed and independent - that is the whole point of the EPQ! Nevertheless, students receive clear and consistent support for their project:

- **Each EPQ student will be allocated a Supervisor who will have broad expertise that best matches their chosen area of study**
- **Advice on how to execute the EPQ from the Supervisor and EPQ Coordinator**
- **Sessions devoted to research skills and specific support from the library**
- **Allocated time in their timetable**

TIMESCALE

The EPQ is an independent research project. This means it is completed in the pupil's own time. You will begin the planning stages in the Autumn of Lower Sixth and begin working on the project in earnest in the Spring term.

The main deadline is November of the Upper Sixth. However, the exam board advise that you spend 90 hours of your own time on the EPQ - so you can't leave it until the last minute! Your Supervisor arranges to see you during the Spring, Summer and Autumn terms to discuss your progress.

Art & Design

WHY STUDY ART & DESIGN?

At St Chris we offer students the opportunity to take a wide range of Art and Design A levels. The courses are delivered by the Art Department or the 3D Design Department depending on which Art and Design A level you follow.

The Art and Design A levels St Chris offers are:

- **Art and Design: Art, Craft and Design**
- **Art and Design: Fine Art**
- **Art and Design: Graphic Communication**
- **Art and Design: Photography**
- **Art and Design: Textile Design**
- **Art and Design: Three-Dimensional Design**

Students can study more than one Art A level and can build a whole A level programme out of the arts. Please see subsequent pages for more information about the options in detail.

The Art and Design Faculty operates more like an art college with art college-level facilities: a ceramics room with wheels and kilns; a well-equipped 3D design workshop with machines – laser cutter, jewellery making etc.; a dedicated textiles room with sewing machines, overlocker, heat transfer press, spinning wheel etc.; printing presses and specialist digital arts room with software including Adobe Creative Cloud (can be downloaded on student's own devices at home), Blender, Fire Alpaca, 2D Design and photo printer; two well-equipped darkrooms.

Key in all this is the individual studio space – typically a corralle in a general studio in Lower Sixth and a space in the shared Upper Sixth studio in the second year.

Echoing the creative industry at the moment the department allows the movement between these specialist work areas and the cross-over of techniques and processes as they arise.

The individual spaces allow a 1:1 tutorial-based approach and students can come and work in frees as and when. This fosters independence, the developing and honing of a wide range of technical skills, as well as supporting and building confidence in making creative decisions/higher order thinking.

The courses are taught by the Art Department who are specialists across a breadth of disciplines, and this is amplified by visiting artist and practitioner workshops for example in film making or graphic design.

We also teach life-drawing – students can attend from any of the art courses.

Throughout the two year course, students participate in gallery trips including Late Summer Programme (LSP) to a European capital city.

We also support with the next steps beyond A level, especially with application portfolios, connections for work experience and applications to top art colleges.

WHICH ART & DESIGN A LEVEL(S) SHOULD I CHOOSE?

The best thing is usually to talk through options with the Art and Design Faculty in order to put together the best programme for the individual.

All the courses have been designed to provide engaging and innovative creative learning experiences, where art, craft and design practice is meaningfully integrated with theoretical knowledge and understanding.

An Art and Design A level provides students with opportunities to develop a broad foundation of critical, practical and theoretical skills that offers them a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields, culminating in greater specialism and achievement.

Whichever A level or combination of A levels is followed, the course encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills.

It gives students the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike.

A LEVEL ART AND DESIGN (WJEC EDUQAS)

	Title	Content	Weighting	Assessment
Component 1	Coursework: Personal Investigation	Two integrated constituent parts: Part 1: An in-depth critical, practical and theoretical investigative project/ portfolio and outcome/s based on themes and subject matter that have personal significance; Part 2: an extended written element (1000 words minimum) that clearly relates to practical and theoretical work using an appropriate working vocabulary and specialist terminology.	60% of A level 120 marks	Assessed by the teacher Externally moderated
Component 2	Externally Set Assignment	A range of questions is set by WJEC Eduqas on 1 February in Year 13 and 'Preparatory time' then follows. This culminates in a 15 hour supervised period of sustained focus work.	40% of A level 80 marks	Set and moderated externally Assessed by the teacher

WHAT DOES THE COURSE INVOLVE?

We follow the WJEC Eduqas Specifications which are assessed through a combination of examinations and coursework.

“Amazing facilities, loved the art department and seeing the quality of work on show.”

New Starters' Survey, 2022

Art & Design

Art, Craft & Design

This is a broad-based course that provides flexibility in content and approach. The course is delivered by the Art Department.

Students can choose this option if they want to explore and create work associated with more than one Art and Design A level.

ART

Art combines practical and intellectual activity and tends to focus on creative expression. Processes and outcomes are influenced by certain constraints or intentions, many of which are personally determined by the artist. Processes can be structured or open-ended and might involve exploration of experiences, feelings, perceptions and observations that may include direct, critical and analytical study of artefacts, objects, places and people. They may be initiated by the individual or in response to given stimuli, such as a theme, issue, or problem. Outcomes can reflect the individual's imagination, influences and intentions in following an idea, conveying an experience or expressing feelings, often with the purpose of engaging others who will see the work.

CRAFT

Craft combines practical and intellectual skills and focuses on creatively using them to sensitively manipulate materials, tools and processes. It involves applying knowledge and understanding of materials and their working characteristics, together with craft skills and creative intentions that take account of the needs of both the maker and the user of the final outcome. Although learners need to have a working knowledge and appreciation of traditional materials, tools and processes, they should also be familiar with the use of new and emerging materials and technologies in contemporary craftwork. It is essential that appropriate emphasis is placed on creative ideas and imaginative approaches, in the use of materials and craft skills.

DESIGN

Design places emphasis on the way practical and intellectual activity combine in order to respond to people's needs.

Usually, these are not identified by the designer alone and this distinguishes design from most art and craft procedures that have largely been initiated by the individual artist or craftsperson. The designer tends to work within externally set parameters and takes account of such matters as the use that is to be made of the outcome, durability, ergonomics, aesthetic appearance, costs, availability of materials and methods of production. Processes and outcomes can range from being quirky, imaginative and risky to thoughtful adaptation and improvement of existing designs.

Art, Craft and Design is distinguishable from other Art and Design A Level options in as much as learners are enabled to demonstrate personal interests and abilities across a broad course of study.

They should explore selected practical and contextual areas of art, craft and design through a range of two and/or three dimensional media and processes.

Art, craft and design can involve use of an almost limitless range of materials, techniques and processes.

WHAT WILL YOU NEED TO BE GOOD AT?

The student will require proven ability in both creative and technical skills.

HOW WILL YOU BE TAUGHT?

Throughout the course the student is given individual directions and guidance, although we place much value on independence, personal responsibility and creativity. The facilities available and approaches taken have much in common with art college methodology. Students develop and demonstrate skills and techniques in the context of their chosen area of study.

WHAT CAN YOU DO WITH THE QUALIFICATION?

The department has a long record of entry into the country's top art colleges. A level Art and Design is accepted by universities for most courses and need not necessarily lead to specialisation in the subject.



Art & Design

Fine Art

WHY STUDY FINE ART?

Fine Art is distinguishable by the emphasis it places on aesthetic and intellectual purposes rather than on practical, functional and utilitarian considerations.

This A level covers a broad and developing area of study that includes:

- painting and drawing
- mixed media, including collage and assemblage
- performance and conceptual art
- sculpture
- land or environmental art
- installation
- printmaking: relief, intaglio, screen processes and lithography
- film, animation, video, photography

It utilises traditional, new and emerging media and processes and involves expressive use of a particularly wide range of materials, techniques and skills.

The course is delivered by the Art Department.

WHAT WILL YOU NEED TO BE GOOD AT?

The student will require proven ability in both creative and technical skills.

HOW WILL YOU BE TAUGHT?

Throughout the course the student is given individual directions and guidance, although we place much value on independence, personal responsibility and creativity. The facilities available and approaches taken have much in common with art college methodology. Students develop and demonstrate skills and techniques in the context of their chosen area of study.

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Graphic Communication

WHY STUDY GRAPHIC COMMUNICATION?

Graphic Communication is defined as the process by which ideas are communicated through the use of symbols, drawings, photographs and typography to convey concepts and/or emotions.

An A level in Graphic Communication encompasses a wide and developing area of study, incorporating a variety of related disciplines and utilising traditional skills, such as calligraphy and hand-formed lettering, alongside cutting-edge digital technologies.

Boundaries between related graphic processes are becoming increasingly blurred but aspects, such as advertising, packaging design, computer games, web and multimedia design, illustration and typography, provide an indication of what might be covered within the option.

Graphic Communication may also be closely associated with animation, architecture, photography and design for print.

Outcomes can be two and three dimensional, and can take the form of posters, brochures, flyers, T-shirts, CD/DVD sleeves, book covers, magazine spreads, calendars, stamps, packaging, publicity materials, vehicle livery, billboards, advertising, logos, branding, corporate identity, and three dimensional point-of-sale and exhibition design.

The course is delivered by the Art Department.

WHAT WILL YOU NEED TO BE GOOD AT?

The student will require proven ability in both creative and technical skills.

HOW WILL YOU BE TAUGHT?

Throughout the course the student is given individual directions and guidance, although we place much value on independence, personal responsibility and creativity. The facilities available and approaches taken have much in common with art college methodology. Students develop and demonstrate skills and techniques in the context of their chosen area of study.

WHAT CAN YOU DO WITH THE QUALIFICATION?

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Art & Design

Photography

WHY STUDY FINE PHOTOGRAPHY?

A level Photography covers a broad and changing area of study with light-based imagery spanning almost two centuries.

As part of the course you might engage with early light-based images and rudimentary technology, such as a pinhole camera, as well as the most contemporary, which may include the use of digital cameras, video camcorders, photocopiers, scanners and mobile phones.

The course is delivered by the Art Department.

Photography is taught in a separate block with skills taught in darkroom processes as well as the digital manipulation of still images and video. Students are taught both digital and analogue techniques in the first year and may specialise if they wish later on.

Students will have access to the Theatre and Drama Studio and lighting for photo/video-shoots.

Outcomes can be screen or print based, comprise still or moving images and might be discrete to the subject area or combined with other art forms.

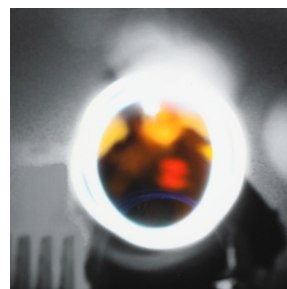
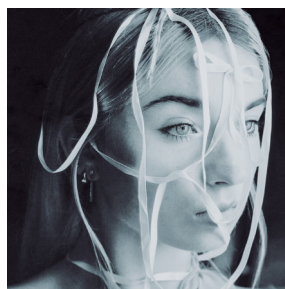
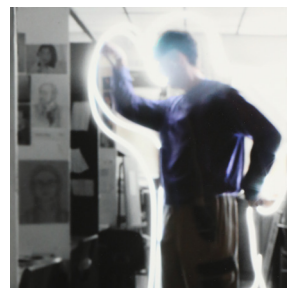
Possible areas of study include:

- **photographing people**
- **photographing places**
- **still-life photography**
- **documentary photography**
- **photojournalism**
- **experimental imagery**
- **photographic installation**
- **fashion photography**
- **digital imaging**
- **moving image (video, film, animation).**

Photography is a useful subject at the moment with an increasing number of degree courses with lens-based and digital elements due to the fast-expanding media industry.

WHAT WILL YOU NEED TO BE GOOD AT?

The student will require proven ability in both creative and technical skills.

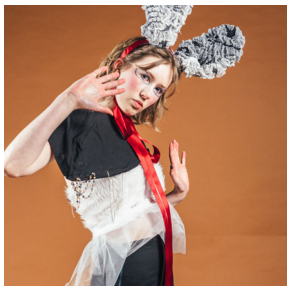


HOW WILL YOU BE TAUGHT?

Throughout the course the student is given individual directions and guidance, although we place much value on independence, personal responsibility and creativity. The facilities available and approaches taken have much in common with art college methodology. Students develop and demonstrate skills and techniques in the context of their chosen area of study.

WHAT CAN YOU DO WITH THE QUALIFICATION?

The department has a long record of entry into the country's top art colleges. A level Art and Design is accepted by universities for most courses and need not necessarily lead to specialisation in the subject



Textile Design

WHY STUDY TEXTILE DESIGN?

A Level Textile Design encompasses a very broad range of materials, techniques and processes, including a growing number of interdisciplinary approaches.

These comprise woven, embroidered, knitted, printed, painted, dyed, manipulated, embellished and constructional methods which are utilised to produce a great variety of textile outcomes that include costume and fashion design, accessories and body adornment. The range is increasing as new materials and technologies emerge.

Possible areas of study include:

- **fashion**
- **costume**
- **digitally or traditionally printed and/or dyed fabrics, garments and materials**
- **interior design**
- **constructed textiles (knitted, woven, embellished or combined with other materials)**
- **textile installation**
- **accessories**

The course is delivered by the Art Department.

There is also the opportunity to be involved in the St Chris Recycled Fashion Show either as a designer or as part of the organisational team, gaining valuable experience in running or taking part in events.

WHAT WILL YOU NEED TO BE GOOD AT?

The student will require proven ability in both creative and technical skills.

HOW WILL YOU BE TAUGHT?

Throughout the course the student is given individual directions and guidance, although we place much value on independence, personal responsibility and creativity. The facilities available and approaches taken have much in common with art college methodology. Students develop and demonstrate skills and techniques in the context of their chosen area of study.

WHAT CAN YOU DO WITH THE QUALIFICATION?

The department has a long record of entry into the country's top art colleges. A level Art and Design is accepted by universities for most courses and need not necessarily lead to specialisation in the subject.

Previous students have gone on to study textiles at Central St Martins and Loughborough.

Art & Design

Three-Dimensional Design

WHY STUDY THREE-DIMENSIONAL DESIGN?

This specialist 3D design course will enable you to create, develop and make your creative ideas as high quality three dimensional work. This can include: furniture, sculpture, lighting, jewellery, domestic products and proposals in model form (for example Interior Design and Theatre/Set design).

We specialise in advanced 3D work using specialist tools and techniques for shaping and forming wood, metal, and plastics.

The course is demanding but great fun, and is very hands-on. Communication and project management are key skills, and you will use your sketchbook for both. There is a practical workshop exam, but no written paper to sit.

Our students widely explore art and design from the 20th Century, including present day artists and designers, and develop amazing ideas: learning new practical skills in our amazing workshops and design studio.

WHAT WILL YOU NEED TO BE GOOD AT?

- Thinking creatively and analytically. You will need to respond imaginatively to different topics, which will encourage you to explore your own ideas as well as to look at the influence of other artists and designers.
- Exploring ideas in 3D. You should enjoy being able to work with your hands, experimenting with different materials to develop and express your ideas via the workshop.
- Communicating what you are doing using a sketchbook. This will involve research, photography, annotation, freehand sketching and more formal drawing techniques including CAD (we use 2D Design, Spaceclaim, and Photoshop software).
- Project management and working independently. Our most successful candidates have a strong work ethic and put in extra hours during study periods and at our weekly after-school "Shed" sessions.

- You should ideally have studied GCSE Art and/or 3D Design. This will have enabled you to have followed the process of creating a sketchbook or folder of: research, analysis and the development of creative ideas through the models, test constructions and final components.

- Structuring an essay. In the Upper Sixth you will produce an illustrated 1000-word essay based account of your Personal Investigation Project

HOW WILL YOU BE TAUGHT?

The course is delivered by the 3D design department and taught by specialist 3D art and design teachers, and you will be based in our unique workshop / studio space: with access to a wide range of materials, tools, machines, IT and hand processes. If you are keen on pursuing a creative design career, we would suggest that you consider taking two or even three Art and Design A levels: one in 3D Design and the other within the wider Art Department.

YOU WILL

- Communicate your ideas in a sketchbook of creative drawing, undertake primary and secondary research, freehand sketching, detailed annotation, model making, Computer Aided Design, and the making of prototypes and a substantial final piece.
- Study influential product designers/design movements/ iconic products. This will include trips out of school and shop/gallery visits.
- Learn to use a wide range of advanced workshop tools, machines, materials and processes: including MIG welding, brazing, laser cutting, laminating wood, and various surface treatments.
- Create one minor project and one major project, along with assorted other creative design and making work.
- Produce an illustrated essay about your major project
- Prepare for a 15-hour practical exam at the end of Upper Sixth, based on a topic set by the exam board.
- Take part in a public exhibition of your work at the end of the course.



WHAT CAN YOU DO WITH THE QUALIFICATION?

Our 3D Design course develops creative, analytical thinkers and makers with strong project management skills. As well as producing highly impressive 3D work in its own right, this leads you to present as an excellent candidate for progression to university studies. A level Art and Design: Three-Dimensional Design is ideal for developing portfolio applications to a wide range of exciting higher-level courses including: art foundation, architecture, product design, furniture design, sculpture, jewellery making and landscape architecture. (Please note that engineering degrees require maths and sciences rather than A level Art / 3D Design)



Biology

WHY STUDY BIOLOGY?

Biology covers a wide range of topics that help us to understand the world around us, from explaining the structure and function of organs within our body to discussing the benefits of maintaining biodiversity. New discoveries and advances are continually being made in the field of biology and you will learn about the principles behind techniques such as stem cell therapies and DNA technologies.

Biology is often chosen by students in combination with the other sciences, particularly chemistry. Geography and psychology also complement biology well. In addition, biology appeals to many students who are studying arts or humanities and who would like to study a science for variety and wider interest.

WHAT WILL YOU NEED TO BE GOOD AT?

It is essential that you have a genuine interest in the subject and are fully committed as biology is a challenging subject; a Grade 5 or above in GCSE Biology or GCSE Additional Science and Core Science is vital. In addition, as part of the course you will study biochemistry topics so a good understanding of chemistry is also required and studying A level Chemistry would support your studies in biology.

You will need to be able to communicate effectively, both in writing and orally, be able to research information from a variety of sources, have a good memory for scientific names and factual information and be confident in handling and interpreting data in graphs, tables and in other forms.

HOW WILL YOU BE TAUGHT?

Lessons will involve a mixture of class teaching, discussion, video clips, practical work and written tasks. Learning is an active process and everybody is expected to participate fully in lessons. There will also be independent research and presentation tasks, as well as the opportunity to carry out field work and go on trips. Regular tests will monitor your progress throughout the course.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Biology is classed as one of the 'facilitating subjects' by the Russell Group universities so is very useful in gaining access to a wide range of degree courses.

If you are considering biological or biomedical sciences at university, most universities will expect you to have also studied A level Chemistry.

Past students of A level Biology have gone on to successfully follow a degree in courses such as: medicine, natural sciences, biochemistry, forensic biology, anthropology, archaeology, ecology, psychology and sports science.

“Excellent curriculum opportunities. Very interesting topics studied thoroughly, including a wide range of projects. Very high academic standards and each child is valued and stretched.”

Current Parents' Survey, 2022

A LEVEL BIOLOGY (OCR SPECIFICATION H420)

Module Title	Assessment	Weighting
Module 1 – Development of Practical Skills in Biology	Component 01: Biological Processes – testing Modules 1, 2, 3 and 5 2 hour 15 minute written paper: 100 marks Section A contains 15 multiple choice questions; Section B contains short answer and extended questions	37% of total A level
Module 2 – Foundations in Biology		
Module 3 – Exchange and Transport	Component 02: Biological Diversity – testing Modules 1, 2, 4 and 6 2 hour 15 minutes written paper: 100 marks Multiple choice, short answer and extended response questions	37% of total A level
Module 4 – Biodiversity, Evolution and Diseases		
Module 5 – Communication, Homeostasis and Energy	Component 03: Unified Biology – testing ALL modules 1 hour 30 minutes written paper: 70 marks Short answer and extended response questions	26% of total A level
Module 6 – Genetics, Evolution and Ecosystems		

Business

WHY STUDY BUSINESS?

A level Business gives you an introduction to the world of business, helps you understand how businesses operate and provides a good foundation for further study. With a focus on the practical skills of running a business, the course is designed to help you become a good decision maker, manager, analyst and problem solver. These skills are highly sought after and valued in a wide range of organisations and careers.

WHAT DOES THE COURSE INVOLVE?

A level Business introduces students to a range of key business areas and concepts: marketing, operations, finance, human resource management, decision making, leadership and production management. In the second year the focus is on the strategic decisions that all businesses must make to survive and thrive in a competitive market place.

Students will study business in a variety of contexts (e.g. large/small, UK focused/global, service/manufacturing) and consider the following topics:

- **What is business?**
- **Managers, leadership and decision making**
- **Decision making to improve marketing performance**
- **Decision making to improve operational performance**
- **Decision making to improve financial performance**
- **Decision making to improve human resource performance**
- **Analysing the strategic position of a business**
- **Choosing strategic direction**
- **Strategic methods: how to pursue strategies**
- **Managing strategic change**



WHAT CAN YOU DO WITH THE QUALIFICATION?

A level Business is a valuable introduction to students who want to study business, finance or management at university. It also provides useful transferable skills applicable across a very wide range of careers – marketing and advertising, personnel and human resources, coaching, journalism, working in the voluntary sector, consultancy and accountancy.

A LEVEL BUSINESS (AQA SPECIFICATION 7132)

Title	Content	Weighting	Assessment
Paper 1	Business 1	Topics 1 – 10	<p>33.3% of A level</p> <p>Written exam: 2 hours 100 marks</p> <p>15 multiple choice questions worth 15 marks; short answer questions worth 35 marks;</p> <p>Two essay questions worth 25 marks each.</p>
Paper 2	Business 2	Topics 1 – 10	<p>33.3% of A level</p> <p>Written exam: 2 hours 100 marks</p> <p>Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.</p>
Paper 3	Business 3	Topics 1 – 10	<p>33.3% of A level</p> <p>Written exam: 2 hours 100 marks</p> <p>One compulsory case study followed by approximately six questions.</p>

Chemistry

WHY STUDY CHEMISTRY?

The non-living world and living organisms rely on intricate and subtle chemistry. Studying this is a somewhat complex task and A level Chemistry is a key step along that road to understanding nature.

It is intellectually challenging; you will learn a little Quantum Theory in order to understand how electrons behave in atoms; use the Laws of Thermodynamics to understand why changes happen in the way they do; and why energy sometimes seems to go “uphill”.

Many students study A Level Chemistry alongside Biology, Physics or both. Chemistry is sometimes described as ‘the central science’ as it helps to bridge the traditional ‘physical sciences’ with applied sciences. In doing so, it helps to explain many everyday phenomena and is an interesting subject to study.

WHAT WILL YOU NEED TO BE GOOD AT?

You should be getting grades 5 – 9 in two or more sciences at GCSE. A level Chemistry is more mathematical in places than at GCSE, so ideally you would also have grade 5 – 9 in GCSE Maths. If you intend to study chemistry or biochemistry at university level you should also take A level Mathematics. However, this is not essential in order to understand the maths in the A level Chemistry course.

HOW WILL YOU BE TAUGHT?

Over the course of the two-year programme, you will complete the ‘practical endorsement for A Level Chemistry.’ This comprises of a series of practical activities, from twelve key groups, whereby you are assessed on your ability to follow instructions, handle reagents safely, use a wide range of apparatus to collect accurate data and present data in a scientific way.

The aim of this endorsement is to develop your practical skills so that you finish the course as a competent practical chemist. This is awarded alongside your examination grade on results day and most universities require the endorsement to be passed. These skills will also be examined through the written examinations.

WHAT CAN YOU DO WITH THE QUALIFICATION?

The possibilities are endless! Studying A Level Chemistry opens up a whole host of degree subjects at university, including chemistry, biochemistry, medicine, engineering, as well as those unrelated to the sciences.

A Level Chemistry teaches many transferable skills which are useful for several degrees and careers and the course is well regarded by many universities. This is because it develops your analytical and problem-solving skills and requires you to work methodically and think logically. In fact, after studying A Level Chemistry you could find yourself in careers including drug discovery and pharmaceutical science, food technology, chemical engineering, environmental sciences, pharmacology, research and development, project management, accounting and finance and many, many more!

WHAT DOES THE COURSE INVOLVE?

You will follow the OCR H432 specification. Modules 1–4 are covered in Year 12 and modules 5–6 in Year 13.

The practical endorsement runs throughout the two years.

At the end of Year 13 these modules are assessed over three papers – one examines all aspects of physical chemistry, one examines organic chemistry and the final paper, Unified Concepts, covers all parts of the specification.

The written examinations include multiple choice questions as well as short answers and extended responses.



A LEVEL CHEMISTRY (OCR SPECIFICATION H432)

Module Title	Assessment	Weighting
Module 1 – Development of practical skills in chemistry Module 2 – Foundations of chemistry	Component 01: Periodic table, elements and physical chemistry – testing Modules 1, 2, 3 and 5 2 hours 15 minutes written paper: 100 marks	37% of total A level
Module 3 – Periodic table and energy Module 4 – Core organic chemistry	Component 02: Synthesis and analytical techniques – testing Modules 1, 2, 4 and 6. 2 hours 15 minutes written paper: 100 marks	37% of total A level
Module 5 – Physical chemistry and transition elements Module 6 – Organic chemistry and analysis	Component 03: Unified chemistry – testing all Modules (1 to 6) 1 hour 30 minutes written paper: 70 marks	26% of total A level
	Component 04 (non-exam assessment) The Practical Endorsement can form part of the A level. A level students can be entered for Component 04 – ‘Practical Endorsement in Chemistry’ and the grade in their final award is endorsed accordingly. This is teacher assessed and evidenced.	This will be a separately reported result

Computer Science

WHY STUDY COMPUTER SCIENCE?

“The computer was born to solve problems that did not exist before.” — Bill Gates

Already computer scientists are developing automation technologies to change the way we work. As a student of computer science, you will be learning the problem solving and practical skills needed to solve the problems of tomorrow. Whatever sector or profession you choose to enter in the future whether it be financial; creative i.e. computer game development; engineering; or medical, an in-depth knowledge of computer science will be essential to working at the highest levels.

WHAT WILL YOU NEED TO BE GOOD AT?

You will need to have at least a grade 6 in GCSE Mathematics. Having taken GCSE Computer Science is ideal, but not necessary.

You will need to be someone who;

- **likes solving problems;**
- **has a genuine interest in the way computers work;**
- **is willing to learn from mistakes and use them to inform future actions.**



HOW WILL YOU BE TAUGHT?

Lesson time will be shared between a mix of class teaching, discussion, practical work and individual investigation. We will be predominantly using Python as our programming language of choice but there is chance in Year 13 to bring in other languages such as Java and C#.

As with all A level courses there is an expectation that you will spend significant time outside of lessons in private study and performing practical exercises.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Studying A level Computer Science lets you access a wide range of degree courses at university including computer science, information technology and engineering. What you learn in computer science will be applicable across all possible career paths.

“An exciting school to attend”

New Starters’ Survey, 2022

A LEVEL COMPUTER SCIENCE (OCR SPECIFICATION H446)

	Title	Content	Weighting	Assessment
Component 1	Computer systems	The characteristics of contemporary processors, input, output and storage devices; Software and software development; Exchanging data; Data types, data structures and algorithms; Legal, moral, cultural and ethical issues.	40% of A level	Written paper (no calculators allowed) 2 hours 30 minutes 140 marks
Component 2	Algorithms and programming	Elements of computational thinking; Problem solving and programming; Algorithms to solve problems and standard algorithms.	40% of A level	Written paper (no calculators allowed) 2 hours 30 minutes 140 marks
Component 3	Programming project	The learner will choose a computing problem to work through according to the guidance in the specification. Analysis of the problem; Design of the solution; Developing the solution; Evaluation.	20% of A level	Non-exam assessment 70 marks

Drama & Theatre

WHY STUDY DRAMA & THEATRE?

Drama provides the opportunity for an in-depth study of the theatre in all its aspects. This involves a wide range of approaches, both theoretical and practical. Students study set plays from a performance and production perspective, perform devised and scripted pieces, learn about the ideas of key theatre practitioners and see at least four live productions each year. Although most students tend to opt for acting as their practical assessment, they can choose a design/technical option instead, such as set design or lighting.

WHAT WILL YOU NEED TO BE GOOD AT?

Students need an active interest in theatre and should enjoy either acting or working in design or technical roles. It is vital that students have good social skills as much of the course involves group work. As in all the arts, analytical and evaluative skills are also important. Also, practical ability as an actor, technician and designer is needed.

HOW WILL YOU BE TAUGHT?

Most lessons are highly practical in content. This includes the study of set texts, where students often perform extracts of the plays, and of theatre practitioners, where students give oral presentations.

Lessons often involve workshop activities and discussion. However, students have to write essays in their own time, as well as practising in class under exam conditions. Feedback and evaluation exercises form an important part of the learning process. Outside of the classroom, visits to the theatre are an integral component of the course.



WHAT CAN YOU DO WITH THE QUALIFICATION?

A level Drama and Theatre can lead to a degree in drama at university. It is also an important qualification for those wishing to go to drama school, either as performers or designers/technicians. Beyond theatre itself, most employers now recognise the broader benefits the course brings such as developing self-confidence, the ability to express yourself in public and the acquisition of social skills.

WHAT DOES THE COURSE INVOLVE?

We follow the AQA Specification which is assessed through a combination of examinations and coursework.

A LEVEL DRAMA & THEATRE (AQA: 7262)

	Title	Content	Weighting	Assessment
Component 1	Drama and Theatre	Study of two set plays. Analysis and evaluation of the work of live theatre makers.	40% of A level	Examination, externally set and assessed
Component 2	Creating original drama	Performance of devised drama (or design/directing). Study of one prescribed practitioner.	30% of A level	Internally assessed, externally moderated
Component 3	Making theatre (practical)	Study of a prescribed practitioner. Exploration and interpretation of 3 play extracts. Performance (design/director).	30% of A level	Externally moderated

Economics

WHY STUDY ECONOMICS?

The main approach to A level Economics is to apply economic theory to support analysis of current economic problems and issues, and encourage students to appreciate the interrelationships between microeconomics and macroeconomics. Students will review engaging and up-to-date content so that they can relate what they are learning to the world around them – locally, nationally and globally.

WHAT WILL YOU NEED TO BE GOOD AT?

Students will need to be able to develop the knowledge and skills needed to understand and analyse data, think critically about issues and make informed decisions. They will also need to build upon their quantitative skills and appreciate that, when evaluating arguments, both qualitative and quantitative evidence are important.

HOW WILL YOU BE TAUGHT?

Classwork, questioning, problem-solving, practical work, demonstration, research from text books and other media for essays and presentations. There will be an emphasis on trying to explain, where possible, why things happen as well as how processes work. There is also an expectation that students will take on more responsibility for their own learning.

WHAT CAN YOU DO WITH THE QUALIFICATION?

A level Economics is a valuable introduction to students who want to study economics, finance or management at university. It also provides useful transferable skills applicable across a very wide range of careers – marketing and advertising, personnel and human resources, coaching, journalism, working in the voluntary sector, consultancy and accountancy.

WHAT DOES THE COURSE INVOLVE?

The course will follow the Edexcel Economics A specification. Exam papers use a variety of assessment styles including real-life case studies and data exercises to better prepare students for further study and employment.

A LEVEL ECONOMICS (EDEXCEL ECONOMICS A)

	Content Overview	Weighting	Assessment
Paper 1 Markets and business behaviour	Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3.	35% of the total qualification	<p>The paper comprises three sections. Students answer all questions from Section A and Section B, and one from Section C.</p> <ul style="list-style-type: none"> · Section A comprises a range of multiple-choice and short-answer questions. · Section B comprises one data response question broken down into a number of parts. · Section C comprises a choice of extended open-response questions; students select one from a choice of two. · Duration: 2 hours. · 100 marks available
Paper 2 The national and global economy	Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4.	35% of the total qualification	<p>The paper comprises three sections. Students answer all questions from Section A and Section B, and one from Section C.</p> <ul style="list-style-type: none"> · Section A comprises a range of multiple-choice and short-answer questions. · Section B comprises one data response question broken down into a number of parts. · Section C comprises a choice of extended open-response questions; students select one from a choice of two. · Duration: 2 hours. · 100 marks available.
Paper 3 Microeconomics and macroeconomics	<p>Paper 3 will assess content across all four themes.</p> <p>Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes.</p>	30% of the total qualification	<p>The paper comprises two sections.</p> <ul style="list-style-type: none"> · Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two. · Duration: 2 hours. · 100 marks available.

English Literature

WHY STUDY ENGLISH LITERATURE?

The study of A level English Literature opens the door to texts that have shaped, explored and reflected the world in which we live.

At the heart of this study are three core skill areas, each one of them central to our lives beyond the classroom: the ability to read critically and to explore ideas and stories in literature; the ability to discuss and debate points of view, weigh up evidence and synthesise arguments; and the ability to translate complex ideas into cogent, coherent writing that considers diverse viewpoints before reaching an evaluative, personal conclusion.

Studying A level English Literature not only gives you access to a wealth of amazing writing but also prepares you for the rest of your life because, above all, it is about communication. More than that, it aims to nurture and develop a lasting love and appreciation of literature.

English Literature is seen by universities and employers as a substantial, academic subject. It is a demanding subject but also an empowering one, leading to a host of transferable skills.

WHAT WILL YOU NEED TO BE GOOD AT?

Students should have passes in both GCSE English Language and GCSE English Literature at grade 6 or above: the ability to critically evaluate texts and the ability to write well are equally important. In addition, students should have a genuine enthusiasm for reading literature, as well as writing and talking about the texts. As with most subjects at this level, the ability and desire to study independently and read widely is essential.

HOW WILL YOU BE TAUGHT?

Lessons are held in our dedicated Sixth Form teaching room and involve a good deal of shared reading and discussion, with videos and web-based resources also being used. The learning includes a significant number of group and paired work as well as individual study. In addition, students will be required to undertake a significant number of reading and writing assignments outside the class. Lessons are often supplemented by theatre visits and conferences on texts.

WHAT CAN YOU DO WITH THE QUALIFICATION?

The qualification is very versatile and will be useful in every conceivable job or area of life; evidence of literacy, critical thinking and communication skills is always valued. An A level in English Literature obviously complements other arts and humanities subjects but it is also highly valued by universities in an application for any degree course.

“She has absolutely loved the teaching - she says she feels more confident in smaller classes and that her contributions are valued”

New Starters' Survey, 2022

A LEVEL ENGLISH LITERATURE (EDEXCEL-PEARSON SPECIFICATION 9ET0)

	Title	Content	Weighting	Assessment
Component 1 (9ET0/01)	Drama – Tragedy	<p>Section A: One essay from a choice of two on <i>Hamlet</i>, linked to wider critical reading.</p> <p>Section B: One essay, from a choice of two, on <i>A Street Car Named Desire</i>.</p>	<p>35 marks</p> <p>25 marks</p>	Open book exam 2 hours 15 mins 30% of A level
Component 2 (9ET0/02)	Prose	One essay comparing two texts, from a choice of two questions, on <i>The Picture of Dorian Gray</i> and <i>Dracula</i> .	40 marks	Open book exam 1 hour 15 mins 20% of A level
Component 3 (9ET0/04)	Poetry	<p>Section A: One essay, from a choice of two, comparing an unseen poem written post-2000 in comparison with a named poem from a prescribed anthology: <i>Poems of the Decade: An Anthology of the Forward Books of Poetry 2002-2011</i>.</p> <p>Section B: One essay, from a choice of two, on either a selection of poetry by Keats or Chaucer.</p>	<p>30 marks</p> <p>30 marks</p>	Open book exam 2 hours 15 mins 30% of A level
Component 4 (9ET0/03)	Coursework	One extended comparative essay, on two student-chosen texts, of 2500 to 3000 words.		20% of A level

Film Studies

WHY STUDY FILM STUDIES?

Many consider film to be the main cultural innovation of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. A level Film Studies makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a powerful agent of representation and as an aesthetic medium.

WHAT WILL YOU NEED TO BE GOOD AT?

First and foremost you must bring with you an interest in film. Successful students are likely to be those people who can't help discussing and dissecting a film when they come out of the cinema; or those who seek out films beyond the mainstream Hollywood blockbusters because they like the director or are interested in the genre; or those who stay up until the early hours to watch the Academy Awards streamed live from America. An ability to analyse, interpret and discuss moving image texts is a must and a confident academic writing style is beneficial. You will also have an interest in film-making and good ICT skills, with a willingness to learn to use new software including industry standard video editing software.

HOW WILL YOU BE TAUGHT?

At least one lesson per week will involve actively viewing moving image texts from a variety of different genres and contexts and making detailed notes. The remaining exam preparation lessons will consist of lectures, debates, discussions, research and essay practice.

As well as this you will spend approximately 30% of the course creating your own short film, moving through research to pre-production, production, post-production and finally evaluation.

WHAT CAN YOU DO WITH THE QUALIFICATION?

The course is highly applicable to those who plan to enter the creative industries and the film industry in particular. However A level Film Studies is well regarded by most higher education institutes (including Russell Group) and would benefit any student looking to pursue a degree or career which requires critical thinking and extended written analysis. The broad range of moving image texts studied, along with the historical, social and cultural elements of the subject, make film studies a flexible subject choice.

WHAT DOES THE COURSE INVOLVE?

We follow the WJEC (Eduqas) syllabus. The A level is assessed 70% by examination and 30% by practical coursework.

A LEVEL FILM STUDIES (WJEC EDUQAS SYLLABUS)

	Content	Weighting	Assessment
Component 1 American and British film	Assesses knowledge and understanding of six feature-length films. Section A: Classical Hollywood Section B: Hollywood since the 1960s (two-film study) Section C: Contemporary American independent film Section D: British film (comparative study)	35% of qualification	Written examination: 3 hours
Component 2 Varieties of film	Assesses knowledge and understanding of five feature-length films and one compilation of short films. Section A: Film movements (two film study) Section B: Documentary film Section C: Global film (two film study) Section D: Short film	35% of qualification	Written examination: 3 hours
Component 2 Production	Assesses one production and its accompanying evaluative analysis. Learners produce a short film (4–5 minutes) and an evaluative analysis (1250 – 1500 words).	30% of qualification	Non-examination assessment

French

WHY STUDY FRENCH?

To gain a deeper knowledge of the French language, an awareness of French culture, history, current affairs and media and an insight into the world of work, leisure and contemporary issues in France. Students spend time in France at our exchange school, with the opportunity of work experience at the same time.

WHAT WILL YOU NEED TO BE GOOD AT?

A grade 6 or 7 at GCSE French is essential, grade 8 or 9 highly desirable. You must also be prepared to read a lot and analyse what you have read, so an interest in literature is useful.

Grammar is important at A level, so you need to be good at seeing how and why things fit together. You need to have good research and drafting skills in preparation for producing a high standard of work in the extended writing task.

All four skills (listening/reading/speaking/writing) will be assessed. Knowledge and understanding of the culture and society of the countries and communities where French is spoken will also be assessed.

Areas of study form two broad themes:

- **Social issues and trends;**
- **Political, artistic and intellectual culture.**

Learners will be required to study two works – one of which has to be a literary work – from a prescribed list and to respond critically and analytically to them in writing in French.

Students will be required to translate both from and into French and one of the sections of the speaking unit is a research-based project into an aspect of French culture.

HOW WILL YOU BE TAUGHT?

Lesson teaching is usually shared between two teachers. There will be class teaching, presentations by students, group work, video and listening comprehension, personal use of the Internet for research and communication and one-to-one sessions with a teacher for conversation practice. There is also a language assistant (native speaker) who will give one-to-one practice and support.

WHAT CAN YOU DO WITH THE QUALIFICATION?

You can combine a language with many other subjects at university. With the ever-broadening job market in Europe (and the ever-increasing competition for those same jobs with people from all over Europe) it is a good idea to continue with a language to as high a level as you can.

WHAT DOES THE COURSE INVOLVE?

We follow the AQA Specification which is assessed through a combination of comprehension, writing and speaking assessments.

“St Chris offers stretch and challenge for those pupils who want and need it, but equally can offer the right level of support when needed”

Current Parents’ Survey, 2022

LEVEL FRENCH (AQA: 7652)

	Title	Content	Weighting	Assessment
Unit 1	Listening, reading and writing	Listening comprehension Reading comprehension Translation into English	50% of total A level (100 marks)	2 hours 30 mins written exam
Unit 2	Writing	Critical essay on a prescribed film or a literary text (300 words) Literary text essay on a prescribed literary text (300 words)	20% of total A level (80 marks)	2 hour written exam
Unit 3	Speaking	Discussion with stimulus material. Research project.	30% of total AS level (60 marks)	21 – 23 minutes

Further Mathematics

WHY STUDY FURTHER MATHEMATICS?

If you are very skilled at mathematics then A level Further Mathematics gives you the opportunity to broaden and extend your understanding to other areas of the subject.

You will study further topics in pure mathematics, statistics, decision mathematics and mechanics. There is some flexibility in the course. We try to accommodate students' particular areas of interest as far as possible often allowing students in the same class to select different modules.

The study of A level Further Mathematics is essential for anyone wishing to study mathematics at degree level at one of the top universities. It is also advantageous (and sometimes required) for some other degrees such as engineering.

WHAT WILL YOU NEED TO BE GOOD AT?

You will need to study A level Mathematics as well. You will need to be very good at mathematics probably having gained a grade 8 or 9 for your GCSE. You will be fluent in the use of algebra and geometry plus enjoy problem solving.

HOW WILL YOU BE TAUGHT?

You will likely have two teachers for A level Further Mathematics. Lessons will tend to be more lecture and tutorial based. Students will need to spend considerably more time on independent practice outside of the classroom.

WHAT CAN YOU DO WITH THE QUALIFICATION?

There are an incredible number of options for mathematicians. A level Further Mathematics is widely acknowledged to be at the highest level academically as the syllabus touches on first year university mathematics and so is looked on favourably by many universities when making offers.

Recent St Chris students taking A level Further Mathematics have gone on to study physics with mathematics, architecture, engineering, environmental science, operations research, statistics, economics, philosophy, law as well as mathematics.

A LEVEL FURTHER MATHEMATICS (PEARSON EDEXCEL SPECIFICATION 9FM0)

Title	Content Overview	Weighting	Assessment
Paper 1: Core Pure Mathematics 1 Paper 2: Core Pure Mathematics 2	Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations	Each paper is: 25% of the qualification 75 marks	Each paper is: 1 hour and 30 minutes written examination
Paper 3: Further Mathematics Option 1	Students take one of the following four options: A: Further Pure Mathematics 1 B: Further Statistics 1 C: Further Mechanics 1 D: Decision Mathematics 1	25% of the qualification 75 marks	Written examination: 1 hour and 30 minutes
Paper 4: Further Mathematics Option 2	Students take one of the following seven options: A: Further Pure Mathematics 2 B: Further Statistics 1 C: Further Mechanics 1 D: Decision Mathematics 1 E: Further Statistics 2 F: Further Mechanics 2 G: Decision Mathematics 2	25% of the qualification 75 marks	Written examination: 1 hour and 30 minutes

Geography

WHY STUDY GEOGRAPHY?

Geography is a dynamic subject that has to keep changing as the world around us keeps changing. Now, more than ever, it is essential that we understand how humans interact with the natural environment if we are to protect the world from irreversible damage and give all inhabitants a high quality of life.

Some of the questions that this course will help you to answer are:

- **How do hazards turn into disasters?**
- **Who are the winners and losers of Globalisation?**
- **How will climate change affect our coastlines?**
- **Is regeneration always successful?**

WHAT WILL YOU NEED TO BE GOOD AT?

To successfully study A Level Geography you need to have a real enthusiasm for the subject and good general geographical knowledge and understanding.

During the two-year course, you will develop the ability to:

- **Analyse information in the form of maps, photos, articles and statistics;**
- **Consider all viewpoints on geographical issues;**
- **Empathise with people from other communities;**
- **Present data in a variety of formats;**
- **Present well-structured, reasoned arguments.**

It is advantageous but not completely essential that you have studied Geography GCSE in order to complete the A level.

HOW WILL YOU BE TAUGHT?

You will be taught by two subject specialists who divide the course between them into physical and human geography.

Lessons will involve a range of learning styles, including: fieldwork; decision-making exercises; geographical enquiry; note-taking; case studies; statistical analysis; watching videos and self-directed study. You will be set one written assignment per week by each teacher, but will be expected to supplement this with your own background research.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Geography combines elements of both sciences and arts, so is an ideal preparation for any degree course.

It can lead particularly well into employment in the following areas: travel and tourism; environmental management; meteorology; town & country planning; teaching; geological and oil research; hydrological engineering; land management; forestry; logistics.

Geographers are also a very employable group, owing to the broad range of research and analytical skills which they develop throughout the course.

WHAT DOES THE COURSE INVOLVE?

We follow the Pearson-Edexcel specification which is assessed through a combination of examinations and coursework.

A LEVEL GEOGRAPHY (PEARSON EDEXCEL SPECIFICATION 9GE0)

Content	Assessment	Weighting
Topic 1 Tectonic processes and hazards Topic 2 (B) Coastal landscapes and change Topic 5 The water cycle and water insecurity Topic 6 The carbon cycle and energy insecurity	Paper 1 (9GEO/01) 2 hour written examination Students answer all questions in Section A and a choice of Question on either Glacial Landscapes or Coastal Landscapes in Section B	30% of qualification
Topic 3 Globalisation Topic 4 (A) Regenerating places Topic 7 Superpowers Topic 8 (B) Migration, identity and sovereignty	Paper 2 (9GEO/02) 2 hour written examination Students answer all questions in Section A & C. One question from Section B and one question from Section D	30% of qualification
This paper contains three synoptic themes Players / Attitudes and Actions / Futures and Uncertainties. The synoptic questions will be based on a geographical issue.	Paper 3 (9GEO/03) 1 hour 45 mins written examination with accompanying Resource Booklet Students answer all questions	20% of qualification
Coursework/Investigation The student defines a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification. The student's investigation will incorporate fieldwork data, own research, and use of secondary data.	Paper 4 (9GEO/04) Non-examined assessment The investigation will be internally assessed and externally moderated	20% of qualification

History

WHY STUDY HISTORY?

History is an art form which uses some scientific methods. If you find people and the enormous diversity of things they have achieved, fought over, struggled for and believed in interesting, and if you want to understand more about the world today, A level History is for you. We study the AQA syllabus with modules on The British Empire from 1857 to 1967 and Revolution and Dictatorship in Russia from 1917 to 1953.

WHAT WILL YOU NEED TO BE GOOD AT?

Problem-solving and decision-making; developing presentational skills both in discussion and on paper; broadening awareness of human psychology; studying topics or good narratives in depth; learning about and from different cultures; exploring the role of individuals, ideas and groups in historical development; understanding the relationship of past and present and the connection between historical change and different disciplines; acquiring an understanding of the philosophy of history. Ability to listen and hear the sources of the past; ability to produce a coherent developed analysis on paper; an open minded, sceptical, questioning approach to topics; an eye for detail; imagination and sensitivity; disciplined study skills; courage in the face of challenges and uncertainty; an interest in the wider community; an enjoyment of reading, discussion, debate and research.

HOW WILL YOU BE TAUGHT?

Lessons are a mix of formal explanations, audio-visual presentations, debates, discussions, question and answer sessions, source analysis and exercises designed to increase understanding of the objectives being assessed. Students will note, research and answer questions on nearly all the key topics. There will be regular essays. Presentations may be made by students as well as staff. However structured the sessions, there will always be a lot of scope for individual participation.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Any student coping successfully with an A level syllabus will acquire a wide-range of transferable skills useful in the law, education, media and journalism, business and public administration, humanitarian work – indeed in any experience involving interaction with people. A level History is highly regarded by university departments in general, but especially those concerned with the media, education, public administration, management, law, sociology, geography, psychology, politics, international history and international relations. The disciplines involved are well understood. It is also a subject welcomed by nursing courses and others preparing students for care-work.

WHAT DOES THE COURSE INVOLVE?

We follow the AQA Specification 7042, which is assessed through a combination of examinations and coursework.

“The atmosphere was created for the students – of acceptance and commitment to investing in their community and the world”

New Starters’ Survey, 2022

A LEVEL HISTORY (AQA SPECIFICATION 7042)

Title	Content Overview	Weighting	Assessment
1J The British Empire, 1857 to 1967	A breadth study on issues of change, continuity, cause and consequence during the British Empire.	40% of A-level	Written exam: 2 hours 30 minutes. One compulsory question linked to historical interpretations (30 marks). Choice of two out of three essays (2x25 marks).
2N Revolution and dictatorship: Russia, 1917–1953	A depth study on the coming and practice of communism in Russia.	40% of A level	Written exam: 2 hours 30 minutes. One compulsory question linked to primary sources or sources contemporary to the period (30 marks). Choice of two out of three essays (2x25 marks).
Component 3: Historical investigation (non-exam assessment)	The Historical investigation is an independently researched piece of extended writing.	20% of A level	3500–4500 word piece of extended writing. 40 marks

Mathematics

WHY STUDY MATHEMATICS?

In A level Mathematics you will meet new and powerful ideas, which have both intrinsic interest and wide applicability. The studies will develop your analytical and problem-solving skills, attributes much sought after by employers and universities. In core mathematics, you will build on the algebra, trigonometry and co-ordinate geometry from GCSE and then meet new topics of differential and integral calculus. In mechanics you will learn how to model important physical situations involving forces and motions. In statistics you will carry on from GCSE looking at how statistical analysis can be used to analyse data and how probability is used to model situations to help make decisions.

WHAT WILL YOU NEED TO BE GOOD AT?

You should have preferably a grade 7 - 9 in GCSE Mathematics. You need extremely strong algebraic skills in particular. You need to be prepared to work hard throughout the course, to complete written assignments on time, and to ask for help early enough for that help to be useful.

We expect to run two sets. One set will include all those who wish to do A level Further Mathematics as well as students who are able to work at a faster pace.

HOW WILL YOU BE TAUGHT?

You will have two teachers for A level Mathematics. Lessons will be in much the same style as for GCSE although students will need to spend more time on independent practice outside of the classroom.



WHAT CAN YOU DO WITH THE QUALIFICATION?

A level Mathematics is essential for studying mathematics, statistics, the physical sciences (e.g. physics or engineering) and often economics at university, but is also viewed favourably as a qualification by a wide range of employers and by Admissions Tutors for many other university courses.

Many careers can follow from the study of mathematics including work in research; the sciences; accountancy; legal & financial professions; management & business; engineering and teaching.

“It’s a school that meets the student ‘where they are at’ and allows them to be themselves, while supporting them to perform well as well as being happy at school”

Current Parents’ Survey, 2022

A LEVEL MATHEMATICS (PEARSON EDEXCEL SPECIFICATION 9MA0)

Title	Content Overview	Weighting	Assessment
Paper 1: Pure Mathematics 1 Paper 2: Pure Mathematics 2	Topic 1 – Proof Topic 2 – Algebra and functions Topic 3 – Coordinate geometry in the (x, y) plane Topic 4 – Sequences and series Topic 5 – Trigonometry Topic 6 – Exponentials and logarithms Topic 7 – Differentiation Topic 8 – Integration Topic 9 – Numerical methods Topic 10 – Vectors	Each paper is: 33.33% of the qualification 100 marks	Each paper is: 2-hour written examination
Paper 3: Statistics and Mechanics	Section A: Statistics Topic 1 – Statistical sampling Topic 2 – Data presentation and interpretation Topic 3 – Probability Topic 4 – Statistical distributions Topic 5 – Statistical hypothesis testing Section B: Mechanics Topic 6 – Quantities and units in mechanics Topic 7 – Kinematics Topic 8 – Forces and Newton's laws Topic 9 – Moments	33.33% of the qualification 100 marks	2-hour written examination

Music

WHY STUDY MUSIC?

A level Music is a great course which provides a contemporary, accessible and creative education in music with an integrated approach to the three main elements – performing, composing and appraising.

The course explores musical context, musical language and performance and composition skills. Pupils will be encouraged to be creative and to broaden their musical horizons and understanding.

A level music requires students to develop an in-depth knowledge and understanding of musical elements, musical contexts and musical language.

There are six areas of study:

1. Instrumental music of Haydn, Mozart and Beethoven.
2. Popular song: Blues, jazz, swing and big band.
3. Instrumental jazz from 1910 to the present day.
4. Religious music of the Baroque Period.
5. Programme music 1820-1910.
6. Innovations in music from 1900 to the present day.

The course will enable you to explore performance and composition in greater detail and you will be able to choose a specialism, with a greater weighting on either performing or composing, depending on which of these best suits you.

WHAT WILL YOU NEED TO BE GOOD AT?

You will need to enjoy playing your instrument (or voice) confidently and be able to perform to a high standard (approximately grade 6 or higher equivalent). You should be able to experiment with ideas on your instrument in order to help you compose original music and you should ideally have grade 7 - 9 in GCSE Music.



HOW WILL YOU BE TAUGHT?

In small groups using the facilities of the Music Department. Some of the lessons will involve practical work and you should take individual lessons on at least one instrument (or your voice). There will be joint work and ensemble activities but also the need to enjoy independent learning in certain situations. Significant time will be spent on learning about new music and understanding how compositions were created and how they connect to the conventions of their time and culture. There will be written assignments to complete where you will need to be able to appraise contrasting genres, styles and traditions of music.

WHAT CAN YOU DO WITH THE QUALIFICATION?

A level Music provides a full foundation for study at Higher Education level, including conservatoires and universities. There are many varied university courses you can consider from performance and composition through to sound and studio reproduction, film production, the recording industry and teaching among others. These types of courses will lead to working in very interesting and challenging working environments.

A LEVEL MUSIC (OCR SPECIFICATION H543)

Pupils take components: 01, 03, and 05; OR 02, 04 and 05.

Title	Content Overview	Weighting	Assessment
Performing A (01)	<p>Recital minimum of 6 minutes and two contrasting pieces.</p> <p>Choice of:</p> <ul style="list-style-type: none"> · solo piece(s) on one or more instruments or voice · ensemble performance (including accompanying) · realisation using music technology 	25% of A level	<p>Recital 75 Marks</p> <p>Non-exam assessment – externally assessed via audio-visual recording</p>
Performing B (02)	<p>Recital – minimum of 10 minutes and three contrasting pieces.</p> <p>Choice of:</p> <ul style="list-style-type: none"> · solo piece(s) on one or more instrument or voice · ensemble performance (including accompanying) · realisation using music technology <p>Section 1: Free Choice</p> <p>Section 2: Focused Study</p>	35% of A level	<p>Recital 105 Marks</p> <p>Non-exam assessment – externally assessed via audio-visual recording</p>
Composing A (03)	<p>Compositions with a combined duration of at least 8 minutes</p> <ul style="list-style-type: none"> · One to a brief set by OCR · One to a brief written by the learner · Three short technical exercises 	35% of A level	<p>Compositions accompanied by a score, lead sheet or written description 105 Marks</p> <p>Non-exam assessment – externally assessed via audio recordings</p>
Composing B (04)	<p>Compositions with a combined duration of at least 4 minutes</p> <ul style="list-style-type: none"> · One to a brief set by OCR · One to a brief written by the learner 	25% of A level	<p>Compositions accompanied by a score, lead sheet or written description 75 Marks</p> <p>Non-exam assessment – externally assessed via audio recordings</p>
Listening and appraising (05)	<ul style="list-style-type: none"> · Analysing and evaluating music · Familiar and unfamiliar pieces · Prescribed works · Questions based on aural extracts 	40% of A level	<p>Written exam including aural extracts 120 Marks</p> <p>2 hour and 30 minutes written exam</p>

Philosophy

WHY STUDY PHILOSOPHY?

A level Philosophy is designed to give students a thorough grounding in the key concepts and methods of philosophy. Students will have the opportunity to engage with big questions such as what we can know and how we should live (among others). Students will develop important skills that they need for progression to higher education. They'll learn to be clear and precise in their thinking and writing. They will analyse and evaluate the arguments of others as well as constructing and defending their own arguments.

WHAT WILL YOU NEED TO BE GOOD AT?

Students are required to demonstrate knowledge and understanding of the content, including through the use of philosophical analysis (conceptual analysis and argument analysis). They must also be able to analyse and evaluate the philosophical arguments within the subject content to form reasoned judgements.

HOW WILL YOU BE TAUGHT?

Lessons are a mix of formal explanations, audio-visual presentations, debates, discussions, question and answer sessions, source analysis and exercises designed to increase understanding of the objectives being assessed. Students will note, research and answer questions on nearly all the key topics. There will be regular exam style questions and essays. Presentations may be made by students as well as staff. However structured the sessions, there will always be a lot of scope for individual participation, as questioning is the key to philosophy!

WHAT CAN YOU DO WITH THE QUALIFICATION?

Philosophy allows you to consider the big questions in life and teaches you how to analyse and communicate ideas logically, which are skills that many employers value. Any student coping successfully with an A level syllabus will acquire a wide-range of transferable skills useful within law, education, media and journalism, business and public administration, humanitarian work – indeed in any experience involving interaction with people. A level Philosophy is highly regarded by university departments in general, but especially those concerned with the media, education, public administration, management, law, sociology, geography, psychology, politics, history and many more.

WHAT DOES THE COURSE INVOLVE?

The course follows the AQA specification 7172, which is assessed through a series of examination questions ranging from low mark paragraph answers to higher mark extended writing answers.

A LEVEL PHILOSOPHY (AQA SPECIFICATION 7172)

Title	Content Overview	Weighting	Assessment
Paper 1 Section A: Epistemology	<ol style="list-style-type: none"> 1. What is knowledge? 2. Perception as a source of knowledge 3. Reason as a source of knowledge 4. The limits of knowledge 	50% of A level	3 hour written exam 100 marks 5 questions on epistemology 5 questions on moral philosophy
Paper 1 Section B: Moral Philosophy	<ol style="list-style-type: none"> 1. Normative ethical theories 2. Applied ethics 3. Meta-ethics 4. Moral realism/ moral anti-realism 		
Paper 2 Section A: The metaphysics of God	<ol style="list-style-type: none"> 1. The concept and nature of 'God' 2. Arguments relating to the existence of God 3. The problem of evil 4. Religious language 	50% of A level	3 hour written exam 100 marks 5 questions on the metaphysics of God 5 questions on the metaphysics of mind
Paper 2 Section B: The metaphysics of mind	<ol style="list-style-type: none"> 1. What do we mean by 'mind'? 2. Dualist theories 3. Physicalist theories 4. Functionalism 		

Physical Education

WHY STUDY PHYSICAL EDUCATION?

A level Physical Education is both physically and intellectually challenging. The units are arranged to allow high grades to be gained by those who have a strong interest in PE without necessarily competing at a high standard in any particular sport.

WHAT WILL YOU NEED TO BE GOOD AT?

Anyone with an interest in PE can apply to take the subject. Students who have a good grade at GCSE Physical Education and/or a high grade in GCSE Biology would be best suited to take this subject. There are also extended writing components within the course, in both the exams and the 3500-word Non-Examined Assessment, so students will need to be able to write and structure essays.

HOW WILL YOU BE TAUGHT?

You will focus on a combination of five areas of study:

1. **Exercise physiology, training and performance;**
2. **Movement analysis, technology and biomechanics;**
3. **Sport psychology;**
4. **Skill acquisition;**
5. **Sport and society;**

A level Physical Education enables learners to understand the interrelationships between these areas of study and apply them in a variety of contexts. Lessons will be divided into the sub units of each component. Students are expected to be regularly involved in physical activity, sport or coaching (if this is their assessment preference) outside of their time at school.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Physical education is currently one of the world's largest growth industries. Companies are employing people with a sports background to do numerous jobs including analytical work, motivational work and training or coaching. This subject will allow you to look at your own performance and analyse others in a new and dynamic way.



CAREERS

A level Physical Education is a good foundation for many higher education courses including:

- Teaching
- Psychology
- Sport and recreation management
- Sports coaching
- Physiotherapy
- Social history
- Sports journalism

“One parent remarked that one of the best things about St Chris is “The choices that they are given, the friendships they have made, the time to be listened to”

New Starters’ Survey, 2022

A LEVEL PHYSICAL EDUCATION (WJEC EDUQAS)

Title	Content Overview	Weighting	Assessment
Component 1: Exploring concepts in physical education	To assess all A level subject content. Question types; contextualised questions to include multiple choice, data response, short and extended answers.	35% of A level (105 marks)	2 hour written exam
Component 2: Evaluating physical education	To assess all A level subject content. Question types; a range of questions to include data response, short and extended answers.	35% of A level (105 marks)	2 hour written exam
Component 3: Improving Personal Performance in physical education	To assess: Practical performance in one activity as a player/performer or coach. Analysis and evaluation of personal performance.	30% of A level (90 marks)	Non-exam assessment

QUANTITATIVE SKILLS

Quantitative skills will be assessed in components 1 and 2 as part of the written examination and in Component 3 as part of the analysis and evaluation. The assessment of these skills will represent a minimum of 5% of the overall A level marks.

Physics

WHY STUDY PHYSICS?

Physics is at the heart of everything and is the basis of all the natural sciences. We live in a society that is entirely based on science, technology and engineering. This means that physics is the future and is a highly rewarding discipline to study. Physics answers the big questions, like how does everything in the universe work? From quantum particles to galaxies, from Hollywood special effects to nuclear accelerators and the Higgs boson, from living things to nanotechnology robots, from thought processes to the eye of a storm, it's all physics. If you have an enquiring mind, always asking why things happen, then physics will help you find the answers.

Physics is one of the most challenging but also highly regarded subjects, it has always been at the frontier of mankind's knowledge and continually pushes the boundaries.

WHAT WILL YOU NEED TO BE GOOD AT?

A grade 6 or above in two science GCSEs and in GCSE Mathematics is essential. If you want to study physics at university you must take A level Mathematics.

The main skills developed in the subject are:

- **A logical and numerate mind**
- **The ability to solve problems related to the physical world**
- **The ability to make analogies and think creatively outside the everyday**
- **Communication skills both written and verbal**
- **Computing and practical measuring skills**
- **Teamwork and flexibility in lab work and projects**

HOW WILL YOU BE TAUGHT?

A mixture of practical work, interactive software, videos, class teaching and discussion, note-taking, problem-solving and so on. There are regular tests to check you are on course. There is also an expectation that students will take on more responsibility for their own learning and maintain deadlines. Physics is taught in a supportive environment where you will learn and improve from your mistakes.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Physics opens doors to a wide variety of careers. The opportunities available are as vast as the subject itself due, in part, to the transferable skills gained whilst studying physics. Employers see a physics qualification as an indication of someone who will be an asset to them.

A level Physics is the basis for most engineering courses, essential for astronomy, particle physics research, material science, electronics and IT and desirable in medicine, industrial research, and some financial service industries. Often it is the discriminating qualification that sets you apart from the crowd.

WHAT DOES THE COURSE INVOLVE?

We follow the OCR H556 Specification. Students will study modules 1 to 4 in Year 12 and then continue with modules 5 and 6 in Year 13. The internally assessed Practical Endorsement Skills also form part of the A level and are assessed throughout the written examinations, but also in 12 practical activities to be undertaken throughout the course.

A LEVEL PHYSICS (OCR SPECIFICATION H556)

Module Title	Assessment	Weighting
Module 1 – Development of practical skills in physics	Component 01: Modelling Physics – testing Modules 1, 2, 3 and 5 2 hours 15 minutes written paper: 100 marks	37% of total A level
Module 2 – Foundations of physics		
Module 3 – Forces and motion		
Module 4 – Electrons, waves and photons	Component 02: Exploring Physics – testing Modules 1, 2, 4 and 6. 2 hours 15 minutes written paper: 100 marks	37% of total A level
Module 5 – Newtonian world and astrophysics		
Module 6 – Particles and medical physics	Component 03: Unified Physics – testing all Modules (1 to 6) 1 hour 30 minutes written paper: 70 marks	26% of total A level
	Component 04 (non-exam assessment) The Practical Endorsement can form part of the A level. A level students only can be entered for Component 04. 'Practical endorsement in Physics' and the grade in their final award is endorsed accordingly. This is teacher assessed and evidenced.	This will be a separately reported result

Politics

WHY STUDY POLITICS?

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

Covering news and current affairs from the UK and US, it helps you understand how the UK country is run and develops research, written communication and debate skills. It also helps grow your confidence as you navigate and argue new ideas.

WHAT WILL YOU NEED TO BE GOOD AT?

For A level Politics it's important that you are passionate about having an opinion. This is a problem solving and decision making course where communication in discussion and written form are crucial. Literacy is a significant element of the course which is grounded in essay based assessment. You will need to present your ideas and opinions to your peers whilst also listening and appreciating difference. An interest in the structures and governing of countries is important, or more broadly in justice and fairness in our governing system.

We cover politics in three ways throughout the course; government and politics of the UK, government and politics of the USA and comparative politics and different political ideas (socialism, liberalism and conservatism).

HOW WILL YOU BE TAUGHT?

There will be ample support for you throughout the Politics A level. Lessons will be embedded in understanding and discussion to enable students to acquire knowledge, and debate to enhance evaluation skills. This is an essay based course so you will receive sessions on how to structure essays and communicate effectively in a written format. There will be presentations by both student and teachers.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Studying A level Politics is ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university, and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service. Additionally, if you are interested in A level History, Politics works as a supportive A level as it can help you understand tricky political concepts grounded in historical debate.

“To focus on each individual’s strengths and abilities whether academic or otherwise, whilst maintaining a healthy respect for others. To encourage independence and have the confidence to be different”

Current Parents’ Survey, 2022

A LEVEL POLITCS (AQA SPECIFICATION 7152)

Module Title	Assessment	Weighting
Government and Politics of the UK	Paper 1 Written exam 77 marks A mixture of medium length 'explain' and essay style questions.	33.3% of total A level
The Government and Politics of the USA and Comparative Politics	Paper 2 Written exam 77 marks 2 hours A mixture of medium length 'explain' and essay style questions.	33.3% of total A level
Political Ideas	Paper 3 Written exam 77 marks 2 hours A mixture of medium length 'explain' and essay style questions.	33.3% of total A level

Psychology

WHY STUDY PSYCHOLOGY?

A level Psychology attempts to unravel the complexities of human behaviour. We will explore issues such as whether psychologists can improve the accuracy of eyewitness testimony, how the bond between mother and child influences the child's emotional development and why people conform. During the second year there will be the opportunity to examine some of the topics in more depth including the psychology of addiction, the causes and treatments for schizophrenia and relationships. The course will include the opportunity for students to take part in a range of practical research activities and develop an understanding of psychological investigations.

WHAT WILL YOU NEED TO BE GOOD AT?

No prior knowledge of psychology is required for this course, although an interest in human behaviour is an advantage. During the course you will need to be able to communicate your ideas and develop clear lines of argument, so a grade 6 or above in GCSE English would be an advantage. The course will involve carrying out a number of experiments and other pieces of research, so it would also be an advantage to have mathematical skills in order to analyse the results, and carry out some simple statistical calculations.

HOW WILL YOU BE TAUGHT?

During the lessons there will be many opportunities for discussion. A wide range of sources of information will be explored, including videos, newspaper and journal articles and the Internet. Most of the topic areas will involve practical investigations and experiments to be carried out both within and outside the classroom. Students will be expected to take notes, complete written homework and carry out background reading on the topics covered in the class.

WHAT CAN YOU DO WITH THE QUALIFICATION?

There are very few areas of human life and work where psychology does not provide insight. A level Psychology is accepted as an entry qualification to a wide range of higher education courses and provides a helpful background for courses as diverse as English, business studies and occupational therapy. For those that go on to complete a degree in psychology there is a range of career opportunities which include professional training, for instance: clinical psychologist, educational psychologist, forensic psychologist and occupational psychologist.

WHAT DOES THE COURSE INVOLVE?

Students study 11 modules for the A level.

ASSESSMENT OVERVIEW

All papers will include multiple choice, short answer and extended writing questions.

A LEVEL PSYCHOLOGY (AQA SPECIFICATION 7182)

Module Title	Assessment	Weighting
Module 1 – Social Influence Module 2 – Memory Module 3 – Attachment Module 4 – Psychopathology	Written Paper 1 Introductory Topics in Psychology 96 marks 2 hours	33.3% of total A level
Module 5 – Approaches in Psychology Module 6 – Biopsychology Module 7 – Research Methods including the scientific process, data handling and analysis, inferential testing	Written Paper 2 Psychology in Context 96 marks 2 hours	33.3% of total A level
Module 8 – Issues and Debates in Psychology Module 9-11 – Option 10 Gender Module 12-14 – Option 12 Schizophrenia Module 15-17 – Option 17 Psychology of Addiction	Written Paper 3 Issues and Options in Psychology 96 marks 2 hours	33.3% of total A level

Spanish

WHY STUDY SPANISH?

You will have the opportunity to discuss contemporary issues in Spanish and enrich your knowledge of Spanish culture and civilization. At the end of the course your good linguistic skills and deeper understanding of Spanish-speaking countries will make you a valuable and interesting partner for discussion.

Spanish is an increasingly popular language, spoken by 350 million people in the world, in Spain and also in Central and South America.

WHAT WILL YOU NEED TO BE GOOD AT?

A grade 6 or 7 at GCSE Spanish is essential, grade 8 or 9 highly desirable. You will have to read a lot (newspaper articles, literature etc.) in order to deepen your knowledge of Spanish-speaking cultures. You will need to learn grammatical concepts essential to making your writing richer and more like that of a native speaker.

All four skills (listening/reading/speaking/writing) will be assessed alongside your knowledge and understanding of the culture and society of the countries and communities where Spanish is spoken.

Areas of study form two broad themes:

- **Social issues and trends;**
- **Political, artistic and intellectual culture.**

Learners will be required to study two works – one of which has to be a literary work – from a prescribed list and to respond critically and analytically to them in writing in Spanish. Students will be required to translate both from and into Spanish and one of the sections of the speaking unit is a research-based project into an aspect of Spanish culture.

HOW WILL YOU BE TAUGHT?

The teaching will be more formal for the learning of grammar, as good linguistic skills will enhance your communicative ability. It will involve video and listening comprehension as well as group discussions and discussions led by individual students about current issues and literature. There will also be personal use of the Internet for research and communication and one-to-one sessions with a teacher.

Through our exchange programme with a Spanish school in Lorca, you will have the opportunity to spend a period of time in Spain towards the end of the Lower Sixth year or in holiday time. There is also a language assistant (native speaker) who provides one-to-one practice and support.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Within the modern world there is an increasing emphasis in business on fluency in a European language, so knowledge of Spanish will be helpful in both business and in other global contexts.

WHAT DOES THE COURSE INVOLVE?

We follow the AQA Specification which is assessed through a combination of comprehension, writing and speaking assessments.

A LEVEL SPANISH (AQA: 7692)

	Title	Content	Weighting	Assessment
Unit 1	Listening, reading and writing	Listening comprehension Reading comprehension Translation into English	50% of total A level (100 marks)	2 hours 30 minutes written exam
Unit 2	Writing	Critical essay on a prescribed film or a literary text (300 words) Literary text essay on a prescribed literary text (300 words)	20% of total A level (80 marks)	2 hours written exam
Unit 3	Speaking	Discussion with stimulus material. Research project.	30% of total A level (60 marks)	21 – 23 minutes

Food Science & Nutrition

(Level 3 Diploma)

WHY STUDY FOOD AND NUTRITION?

This is an exciting course which allows learners to gain a wealth of knowledge about food science and nutrition. Students learn about the relationship between the human body and food, as well as developing practical skills linked to experimental work and the cooking and preparation of food. There is a strong emphasis on practical work, making this an ideal choice for students who prefer to learn by doing.

WHAT WILL YOU NEED TO BE GOOD AT?

You must have a keen interest in food and enjoy the practical aspect of making and adjusting recipes. A basic understanding of the science of food is also important - this will be developed throughout the course. You need to be well-organised and practical in order to complete the assignments. Being able to work independently, be analytical and problem solve will be essential skills for being successful on this course.

HOW WILL YOU BE TAUGHT?

You will have the opportunity to study the science of food and nutrition in a human context. Your knowledge of food science and of a wide range of materials and components used in the making of food products will be developed. You will be given the opportunity to develop and solve a problem relating to food design and making and will gain an understanding of industrial and commercial practices within this field of work. Lessons will be a mix of theory and practice with a strong focus on the vocational applications of what is being studied.

An understanding of food science and nutrition is relevant to lots of industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives.

WHAT CAN YOU DO WITH THE QUALIFICATION?

Many employment opportunities within the field of food science and nutrition are available to graduates. Together with other relevant qualifications such as A levels in Biology, Chemistry, Sociology, and PE students will be able to use the qualification to support entry to higher education courses such as:

- **BSc Food and Nutrition**
- **BSc Human Nutrition**
- **BSc (Hons) Public Health Nutrition**
- **BSc (Hons) Food Science and Technology**

WHAT DOES THE COURSE INVOLVE?

We follow the WJEC Level 3 Diploma in Food and Nutrition which is assessed through a combination of examinations and coursework. Students complete four units and are assessed on three: two mandatory and one optional. Either Unit 3 or Unit 4 will be assessed.

Unit 1: Meeting the nutritional needs of specific groups (mandatory) – internally and externally assessed.

Unit 2: Ensuring Food is Safe to Eat (mandatory) – internally and externally assessed

Unit 3: Experimenting to solve food production problems (optional) – internally assessed

Unit 4: Current issues in consumer food choice – (optional) – internally assessed

University points for the BTEC level 3 Food Science and Nutrition Diploma at A2 level:

- **Distinction* – equivalent to an A* at A level**
- **Distinction – equivalent to an A at A level**
- **Merit – equivalent to an C at A level**
- **Pass – equivalent to an E at A level**

LEVEL 3 DIPLOMA IN FOOD SCIENCE AND NUTRITION (WJEC)

Title	Content Overview	Structure	Assessment
1. Meeting the nutritional needs of specific groups	This unit enables students to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.	Mandatory	External assessment: <ul style="list-style-type: none"> · 90-minute examination; plus 15 minutes reading time. · 90 marks · Three sections on each paper. · The paper will be graded Level 3 Pass, Level 3 Merit and Level 3 Distinction. Internal assessment: <ul style="list-style-type: none"> · A practical food assignment based on a set task.
2. Ensuring food is safe to eat	To assess all A level subject content. Question types; a range of questions to include data response, short and extended answers.	Mandatory	An assignment produced each academic year on 1st May. An 8 hour timed supervised assessment.
3. Experimenting to solve food production problems	Either Unit 3 or Unit 4 will be completed. The optional units allow students to develop their understanding of food preparation, consumer choices and the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry.	Optional	Non-exam assessment
4. Current Issues in Food Science and Nutrition	Practical sessions support the gaining of theoretical knowledge and ensure learning is an active experience. These units allow students the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.	Optional	Internal assessment for either of the units is by controlled assessment assignment. The assessments are graded Level 3 Pass, Level 3 Merit and Level 3 Distinction

Our School



- 1 Main Reception
- 2 Arunside House
- 3 Junior School and Nursery
- 4 Swimming Pool
- 5 Theatre
- 6 Sports Hall
- 7 Arundale House
- 8 Senior School
- 9 Sixth Form Centre

Key Contacts

Head	Rich Jones
Deputy Head	Nat Baker
Director of SEND and Designated Safeguarding Lead	Becky Hayes
Assistant Head – Sixth Form	Jenny Savage
Assistant Head – Pupil Development and Wellbeing	Lizzie Hedderson
Assistant Head – Pastoral	Cordy Lewis
Assistant Head – Co-Curricular	Emma Roskilly
Director of Finance and Operations	Simon Holmes

ADMISSIONS DEPARTMENT

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