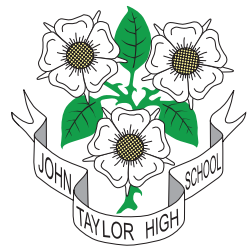




# John Taylor High School Sixth Form



Information Booklet

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# Welcome



Welcome to the Sixth Form at John Taylor High School. We are pleased to receive applications from both those students who are currently at our school and from those students who are studying for their GCSE's elsewhere.

The Sixth Form offers a range of courses and opportunities. Alongside a wide range of A Level subjects we also offer Applied A Levels, BTECs and Diplomas. As well as these formal qualifications, students also take advantage of a number of enrichment subjects including Sports Leadership and the Certificate of Personal Effectiveness. These subjects build on skills that help and enable students to make an effective transition into higher education or employment.



Our students achieve excellent results and each year they progress onto a variety of courses at University as well as into many different types of employment. Students are supported in applying to Oxford and Cambridge and for Medicine, Dentistry and Veterinary Science. Most importantly, each student is supported as an individual and given advice and guidance throughout their time in the Sixth Form.

Commitment and desire to learn and achieve by both students and teachers are two essential criteria for academic success. All our post 16 teachers are experts in their subject area. Students each year comment on the very high level of individual support they receive from their teachers. Student must be aware that the hours of study outside lesson time should match the hours of lesson time provided in school. Students must manage their time effectively and part time employment should not exceed eight hours per week.



We are especially proud of the contribution that our Sixth Form students make to school life. Not only do they act as role models for younger pupils but they act as mentors and many take part in work experience with our feeder primary schools and within our PE department. We look forward to welcoming them to the next stage of their education and wish them every success. We pride ourselves in our students at John Taylor.

# Our Vision

## Our Vision for Post 16 Education at John Taylor High School

We want our Sixth Form to be high achieving and inclusive.

We believe that our students should;

- Have ambition and work hard.
- Become independent learners able to fulfill their potential.
- Develop as people taking advantage of the leadership opportunities offered.
- Make a positive contribution to the local and wider community.
- Understand the value of integrity.

We expect you to:

- Work hard in order to achieve your best.
- Have full attendance at school all day, every day.
- Be part of a vertical tutor group.
- If you are ill, or absent for any other reason, you must phone the absence line. If you are late, sign in.
- Behave and dress in an appropriate way.

What we will do:

- Provide you with a course of study to match your ability and aspirations.
- Provide you with a high quality teaching and learning environment.
- Give you information advice and guidance about employment and Higher Education.
- Support you with any individual needs you may have.

# Sixth Form Leadership and Support Team



**Mrs Gibbs**

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**Mrs Baker**

Post-16 Administration  
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# Progression from Y11 into Y12

- November** – Post-16 Open Evening  
Individual Interviews
- January** – Letter of Application
- February** – Student/Parent Consultations Evening.
- March** – Provisional offer discussed with subject staff.
- April** – Formal offer dependent on GCSE results.
- June** – ‘Bridging Course’
- August** – Results/Signing on Day

## ENTRY CONDITIONS

Mainly B Grades at GCSE including chosen subjects.  
Minimum C at GCSE in Maths and English.

# Subject Specific Advice

Few universities have very specific requirements but the following information may be important when making choices.

## Computer Science

Mathematics is often required.

## Economics

Mathematics is often required, particularly for courses with a large econometric element.

## Engineering

Mathematics and Physics are usually required. Further Mathematics is usually essential for Oxbridge applicants.

## Law

Law does not require any specific subjects, but does require very high grades.

## Medicine

Chemistry is required. Biology to AS is required. Mathematics or Physics A-level may be required.

## Veterinary Medicine

Chemistry is required, plus two other subjects from the Sciences and Mathematics.

## Teaching

You will need minimum C grades in Mathematics, English and Science at GCSE.

Universities make offers on the basis of A-level predictions and GCSE grades. Some interview. A growing number also require students to sit pre-admission tests such as BMAT, LNAT, UKKAT and TSA. Applications can also be enhanced by relevant work experience.

### UCAS Guidance

A significant part of the guidance received in Year 13 will be about the UCAS process and applying to University. All applications are now made on line with the school adding a reference and checking the application. Prospectuses from all the Universities are available in the Sixth Form Centre as well as the Resource Centre, which also has a number of other publications to help in the selection process.

### Money Matters

The EMA is a government initiative to encourage young people to stay in post 16 education. It is subject to parental income. Students could get between £10 and £30 a week and £100 bonus payments are made to students who make good progress with their learning. Information is available from school or visit [www.dfes.gov.uk/ema](http://www.dfes.gov.uk/ema).

The school also has a welfare fund which may be able to help with the cost of trips.

### Careers Advice

Although the majority of our students go on to university, a significant minority progress into employment. The Connexions service provides an invaluable support and our link officer makes regular visits to school. Appointments may be made as required.

# Tracking and Progress

All students will receive their target grades early on in the Academic Year and these will give the students an indication of expected grades at AS/A2 level to which they can aspire. Three times a year reports are issued and we track progress closely. There is also a subject consultation evening each year when parents and students make appointments to see individual subject staff. Students failing to meet their target grades or deadlines for work will be referred to one of the Sixth Form Co-ordinators for close monitoring and mentoring.

### Sixth Form Courses

Your results will appear as:

A Level (AS/A2)	Grades A* - E
Diploma	Grades A* - E
BTEC National Diplomas/Certificate	Distinction/Merit/Pass
BTEC First Diploma/Certificate	Distinction/Merit/Pass

### The Sixth Form Centre Facilities

The Sixth Form Centre provides both a working and social environment. It comprises of a suite of computers, a soft seating area and also an eating area. There are canteen facilities available every morning from 8:00am until 1.30pm and there is a range of drinks, snacks and meals available. However, during lesson time it is expected that students develop a working ethos to study in the Sixth Form Centre particularly as lessons are often timetabled in the Computer area. The Resource Centre is also available during study periods if extra space is required.

There are opportunities in the Sixth Form to hold the prestigious position of House Leaders. These 4 students undergo a rigorous application process with a formal interview. When selected they represent the school on many occasions and hold specific roles within the School and Sixth Form. There are also a number of KS5 Leader posts which give students leadership responsibility within their house. There is a strong Sixth Form Committee which meets regularly and is the driving force behind events such as the Sixth Form Show, Superstars and Superbrain. The Sixth Form Team are keen to take on board ideas and suggestions from Sixth Form Students and do so via the 'Student Voice' – this involves students completing questionnaires and thus giving an opportunity to express their views.

Whilst realising that many students will progress into Higher Education it is important for them to understand they will be seen as role models for younger students. We therefore expect their dress whilst in the Sixth Form to be 'smart casual' and equally as important 'appropriate'.

# Enrichment Activities

John Taylor prides itself on the wide range of enrichment activities offered. We encourage students to participate in the many activities on offer. Just some of these activities are outlined below. Don't forget if there is something you want to do and it's not here then ask.

## Young Enterprise

Students are encouraged to set up their own company and run it according to normal business practices for seven months. Students thoroughly enjoy the challenge and we have recently had a team in the National Finals which took place at The Savoy in London.

## Community Service/Work Experience

For those students who have a little more non-contact time because of the nature of their studies there is an opportunity to help teachers in lessons either at John Taylor or at local primary schools or nurseries. In the past, students have also worked in care homes and even helped on a farm.

## Holocaust Education Trust

Each year two students are invited by the Holocaust Education Trust to take part in the Lesson from Auschwitz course. This is a powerful learning opportunity for the students who then share their experiences with the rest of the school.

## Engineering Education Scheme

This scheme involves students in a real life problem given to them by a local company. As well as local engineers working with you, there are sessions in the engineering department of Birmingham University who host a residential course.

## Millennium Volunteers

Millennium Volunteers (MVs) are young people who give up their free time to help their local communities. MV allows young people to build on their interests, to develop themselves and make a difference to their community at the same time.

## Educational Visits

Educational visits are an integral part of many Advanced level subjects and these include residential trips. Other visits combine education and recreational travel. Recent destinations have included Iceland and Morocco.

## Mentoring

Year 13 students have the opportunity to apply to be mentors for our new Year 7 pupils. Coming to secondary school can be a daunting prospect and our chosen mentors work hard to make sure the transition from primary school goes smoothly. In Year 8 some students work with Year 13 'buddies' who help them with specific requirements such as organisational or social skills.

## Reading Workshops

This is an opportunity to give something back to school by helping lower school pupils with their reading. Paired work such as this helps them to make rapid progress.

## Homework Club

The homework club run by Sixth Formers gives lower school students somewhere quiet to go at lunchtime and do their work with help from Sixth Formers when needed.

### **National Mock Trial Competition**

This is an opportunity to participate in the Bar National Mock Trial competition. You might even appear in the finals at the Old Bailey.

### **House Activities**

There are a wide variety of house activities and we are encouraging Sixth Form students to take an active part in these. Sports teams continue into the Sixth Form.

### **World Challenge**

World challenge is a structured overseas experience open to all students who may wish to participate and provides a unique opportunity to gain life skills for all involved. World challenge builds independence, people skills and encourages innovation during the fundraising stage. This is a new initiative to the school, and one that has been very promising and successful so far.

### **CSLA/HSLA**

This offers an opportunity to gain a level 2/3 award. The course involves producing a portfolio of evidence and also completing a 10 hour sport related community service. Many students use the opportunity to help out in local feeder primary schools.

### **Extended Project**

The EP is a major piece of individual project work in which you have the opportunity to explore a topic or a question that is of particular interest to you. It is an opportunity to extend your knowledge and skills and show what you can do. The EPQ is equivalent to an AS and you will be awarded grades A\* - E.

**COURSE TITLE:**

# Applied Science

**EXAMINATION BOARD:** AQA

**COURSE CONTENT - AS:**

AS Applied Science contains three modules – Investigating Science at Work (C), Energy Transfer Systems (E) and Finding Out About Substances (C)

**COURSE CONTENT - A2:**

A2 Applied Science also has three modules: Undertaking a Scientific Investigation (C), Medical Physics (E) and Colour Chemistry (C).

**ASSESSMENT:**

Two thirds of the course is made up of a coursework portfolio (C) whilst one unit is externally assessed (E)

**CAREER OPPORTUNITIES:**

This course is an excellent grounding in scientific techniques that are used throughout industry. The business element allows pupils to understand why a business uses science and also gives an insight into the legislation that companies have to abide by.

**ENTRY REQUIREMENTS:**

Students should have at least a grade C in any of the GCSE sciences.

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**COURSE TITLE:**

# Art Craft & Design

**EXAMINATION BOARD:** AQA

**COURSE CONTENT - AS:**

Unit 1 – Portfolio unit – Candidates submit one or more projects aimed at developing technical skills and knowledge of the work of others. Opportunities for experimentation.

**COURSE CONTENT - A2:**

Unit 2 – Externally set assignment (5 hours) Feb – May. 5 hours of supervised time in which candidates produce preparatory work. In the remaining time they work on finished pieces.

Unit 3 – A unit based on a personal investigation based on an idea, issue or concept supported by 1000 – 3000 words.

Unit 4 – Externally set assignment (15 hours). The work will take place between February through to May.

**ASSESSMENT:**

AS Unit 1 = 50% of AS marks

AS Portfolio = 25% of A Level Marks

AS Unit 2 = 50% of AS marks

AS Exam = 50% of AS marks

A2 Unit 3 = 25% of Marks

A2 Unit 4 = 25% of Marks

**CAREER OPPORTUNITIES:**

Graduates tend to go onto either foundation courses at Further Education or direct entry to university. It is considered valuable to a wide range of careers ranging from architecture through to web design.

**ENTRY REQUIREMENTS:**

Minimum grade B preferred – but more importantly a genuine interest in the creative subjects and willingness to improve is essential.

**COURSE TITLE:**

# Biology

**EXAMINATION BOARD:** AQA

**COURSE CONTENT - AS:**

Students will study how an understanding of biological principles can explain how body systems are affected by disease and explain their symptoms. The reason for variation within populations will also be studied as well as understanding the biochemical nature of the cell and how adaptations arise to meet an organism's requirements.

**COURSE CONTENT - A2:**

Students begin by looking at ecosystems and how they are impacted upon by humans and the genetics behind speciation. Finally the students will study how the body is controlled by the nervous and endocrine systems as well as studying genes and genetic expression.

Both courses contain assessment designed to develop the students' practical and investigative skills.

**ASSESSMENT:**

AS – 80% Examination, 20% Practical Exam (50% of total A-Level Grade)

A2 – 80% Examination, 20% Practical Exam (50% of total A-Level Grade)

**CAREER OPPORTUNITIES:**

The course provides a firm foundation for students if they wish to continue to higher education (and not just science degrees) but is also held in high regard by many employers.

**ENTRY REQUIREMENTS:**

Grade B (Higher Level) at either GCSE Biology or Double Award (Core and Additional Science)

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**COURSE TITLE:**

# Economics

**EXAMINATION BOARD:** Edexcel

**COURSE CONTENT - AS:**

The AS level covers an overview of markets, how they work and why they fail, and managing the economy.

**COURSE CONTENT - A2:**

A2 will expand into industrial economics, the UK in the global economy and a specialism in either labour markets or economic development.

**ASSESSMENT:**

100% Examination

**CAREER OPPORTUNITIES:**

Students find economics extremely useful for a variety of degree courses such as Business Management, Law, Politics, Accounting/Finance and of course Economics.

**ENTRY REQUIREMENTS:**

Grade B in Maths.

**COURSE TITLE:**

# BTEC National Award/Certificate/Diploma in Business

**EXAMINATION BOARD:** Edexcel

**COURSE CONTENT:**

This is a broad-based qualification that provides opportunities for students to explore the world of business in a highly practical way. Students learn by completing projects and assignments that are based on realistic work place situations, activities and demands. By adopting an investigative approach, students will develop a range of skills whilst discovering the problems and opportunities faced by businesses. Work experience will be an integral part of this qualification.

This course will introduce you to business activity, business resources, business communication and other specialist areas including marketing, recruitment and selection and managing teams. As well as opportunities to visit businesses to see how they work, you will also have the opportunity to hear visiting speakers talk about their careers in business.

**ASSESSMENT:**

100% coursework and is assessed over 2 years.

**CAREER OPPORTUNITIES:**

Successful completion of the BTEC National Certificate is equivalent to two GCE A Levels. Successful completion of the BTEC Diploma is equivalent to three GCE A Levels. BTEC National Awards are valued by employers and higher education (universities and colleges). It supports learners in applying for jobs in business-related careers such as accounting, marketing, administration, customer service, finance, IT, personnel or sales.

**ENTRY REQUIREMENTS:**

Minimum Grade C in English and Maths and other supporting subjects.

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**COURSE TITLE:**

# Chemistry

**EXAMINATION BOARD:** AQA

**COURSE CONTENT - AS:**

Initially students will study basic chemical principles, including atoms, bonding, mole calculations and organic chemistry. This forms a platform to then go on to study collision theory, chemical reactions, extraction of metals and further organic chemistry.

**COURSE CONTENT - A2:**

The study of organic chemistry will continue into Yr 13 as students cover acids and bases, isomerism amines, polymers and synthesis and analysis. Finally the chemistry of thermodynamics, periodicity and transition metals introduces the students to inorganic chemistry. Both courses contain assessment designed to develop the students' practical and investigative skills.

**ASSESSMENT:**

AS – 80% Examination, 20% Practical Exam (50% of total A-Level Grade)

A2 – 80% Examination, 20% Practical Exam (50% of total A-Level Grade)

**CAREER OPPORTUNITIES:**

The course provides a firm foundation for students if they wish to continue to higher education (and not just science degrees) but is also held in high regard by many employers.

**ENTRY REQUIREMENTS:**

Grade B (Higher Level) at either GCSE Chemistry or Double Award (Core and Additional Science)

**COURSE TITLE:**

# Creative and Media Diploma Level 3

**EXAMINATION BOARD:** Edexcel

**COURSE CONTENT:**

2 years

There are six main units;

Capture; Show; Interaction; Commission; Evaluation; Investigation.

The Diploma covers the skills and processes central to creative roles at work.

You will learn how to think, question, explore, create and communicate and how to bring your ideas to life through making, performing and doing. You will learn how to be aware of your surroundings and how they can affect what you create. Students will be expected to have a strong interest in one of the following areas; 2D, 3D visual art and textile, creative writing or music.

**ASSESSMENT:**

A mixture of centre assessed units; employer based assessment and externally assessed work.

**CAREER OPPORTUNITIES:**

Diplomas are designed to support progression to further study, training or employment.

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**COURSE TITLE:**

# Drama & Theatre Studies

**EXAMINATION BOARD:** EDEXCEL

**COURSE CONTENT - AS:**

Unit One – ‘Exploration of Drama & Theatre’

You will explore two texts from the point of view of an actor, designer and director and complete a set of ‘Exploration Notes’ to back up your work.

Unit Two – ‘Theatre Text in Performance’

You will perform either a monologue or duologue and you will contribute to the performance of a published play, either as an actor or as a designer (costume, set, lighting). These performances will take place in front of a visiting examiner and audience.

**COURSE CONTENT - A2:**

Unit Three – ‘Exploration of Dramatic Performance’

You will work with other students to create a unique and original piece of theatre to be performed to an invited audience. You will complete a ‘structured record’ of your process.

Unit Four – ‘Theatre Text in Context’

This will be an examination based unit where questions are based on a set text from the viewpoint of a director and also a chosen historic period. Reference will be made to a live performance seen as part of the course.

**ASSESSMENT:**

70% Practical Work & Performance

30% Written Examination

**CAREER OPPORTUNITIES:**

Entry to many degree level courses, particularly performing arts and theatre courses.

**ENTRY REQUIREMENTS:**

Drama Grade B, with 40/80 in GCSE Drama Written Examination.

**COURSE TITLE:**

# English Language

**EXAMINATION BOARD:** AQA**COURSE CONTENT - AS:**

This is a one year course normally taken in Y12. Students analyse a wide range of written and spoken texts studying how audience, purpose and context affect their production and reception. Students also write a variety of texts including writing to entertain, to persuade, to inform and to instruct. In doing so, they take account of the use of register and style; characteristics of genres and sub-genres; the impact of language choices (lexis and grammar) and discourse strategies; the purposes and skills of planning, drafting and re-drafting; the use of primary sources and of clear referencing of these materials. Finally, they evaluate the skills associated with analysing and reviewing the writing process and the reception of their own texts.

**COURSE CONTENT - A2:**

In Y13, students take a further two modules. The first is the study of language acquisition in children from 0-11 years and of language change – historical and contemporary changes in the English Language from Late Modern English (1700+) to the present day. The second module is a piece of extended individual coursework exploring and analysing language in an area chosen by the student. This includes data collection methodology; the analysis and interpretation of data using appropriate linguistic methods and techniques; and the evaluation and investigative conclusions.

**ASSESSMENT:**

60% Examination 40% Coursework

**CAREER OPPORTUNITIES:**

Journalism, teaching and communications.

**ENTRY REQUIREMENTS:**

At least B Grade at GCSE English Language

**COURSE TITLE:**

# English Literature

**EXAMINATION BOARD:** AQA**COURSE CONTENT - AS:**

This is a one year course, normally taken in Year 12. Students study two units. These units are based on literary texts relating to World War One. The texts are written in a variety of ways of genres of poetry, prose and drama. They include contemporary and later accounts of the conflict as it affected both men and women. Students may respond critically or creatively to the texts they have studied for the coursework units. The examinations draw on their wider reading around the subject as well as the texts studied in class.

**COURSE CONTENT - A2:**

This a two year course in which students must follow the AS course in Year 12 and take two further modules in Year 13. The aim of the A2 course is to expose students to wide range of literature connected to the theme of 'Love Through The Ages'. Lessons are driven by discussion of the texts. Generated by both teachers and students. Keen and active readers will enjoy this course.

**ASSESSMENT:**

60% Examination 40% Coursework

**CAREER OPPORTUNITIES:**

Anything requiring analytical thought, sensitivity to meaning and the ability to present a logical, persuasive argument, e.g. teaching, law, media and communications.

**ENTRY REQUIREMENTS:**

At least B Grade at GCSE English and English Literature

**COURSE TITLE:**

# Environmental Studies

**EXAMINATION BOARD:** AQA

**COURSE CONTENT - AS:**

Students will study why conservation is important and how to achieve it, using specific examples to explain the relationships between the biotic and abiotic environment. Students will also study the resources the Earth possesses and how humans are exploiting them and impacting on the environment.

**COURSE CONTENT - A2:**

Students will look into the problems of supplying future energy supplies and how developing an understanding of how pollution is caused and how to minimise its impact. Finally the students will study human population growth with particular regard to its effect on food production, forestry systems and the sustainability of human lifestyles.

**ASSESSMENT:**

AS – 100% Examination (50% of total A-Level Grade)

A2 – 100% Examination (50% of total A-Level Grade)

**CAREER OPPORTUNITIES:**

The course provides a firm foundation for students if they wish to continue to higher education (and not just science degrees) but is also held in high regard by many employers.

**ENTRY REQUIREMENTS:**

Grade C at either GCSE Biology or Double Award (Core and Additional Science)

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**COURSE TITLE:**

# Food Technology

**EXAMINATION BOARD:** EDEXCEL

**COURSE CONTENT - AS:**

A one year course, normally taken in Year 12. Unit 1: Students select their own context from which they must design and make a food technology project with a 26-30 page A3 design folder. Unit 2: Students take one content based module which focuses on classification of materials and components, working properties of materials, manufacturing processes and the consumer and society.

**COURSE CONTENT - A2:**

This is a two year course, in which students must follow the AS course in Year 12. Unit 3: Students take one content based module which focuses on food commodities, microbiological aspects, selection of materials and nutrition and value issues. Unit 4: Students will design and make a food technology project where they must liaise with a client to develop a commercial product and produce a design folder of between 26-30 A3 sheets

**ASSESSMENT:**

50% Examination 50% Coursework

**CAREER OPPORTUNITIES:**

This equates to 2 equally weighted units at AS and 4 at A2.

Marketing, retailing, manufacturing, environmental health and human nutrition are good options within the Food Industry.

**ENTRY REQUIREMENTS:**

Food Technology Grade B

**COURSE TITLE:**

# French

**EXAMINATION BOARD:** OCR**COURSE CONTENT - AS:**

A one Year course normally taken in Y12. Students will be provided with an opportunity to develop their listening, speaking, reading and writing skills and also to study social and cultural aspects of the French speaking world.

Unit 1: Speaking 1: This involves a role play and topic discussion of the candidate's own choosing. Topics include aspects of daily life, communication and media, education and training.

Unit 2: Listening, Reading and Writing 1: A multi-skill paper. Topics include aspects of daily life, communication and media, education and training

**COURSE CONTENT - A2:**

Building on the AS course, students further develop their language skills and cultural knowledge through more challenging topics.

Unit 3: Speaking 2: This involves a discussion of an article and a topic discussion of the candidate's own choosing. Topics include social issues, the environment, culture, science and technology.

Unit 4: Listening, Reading and Writing 2: A multi-skill paper. Topics include social issues, the environment, culture, science and technology.

**ASSESSMENT:**

AS: 100% Examination

A2: 100% Examination

**CAREER OPPORTUNITIES:**

Linguists are in great demand due to their skill and ability to communicate and think independently. Languages can be studied at university as subjects in their own right or can be combined with numerous other subjects. A language combined with Law, Engineering or Business for example would be particularly good combinations as graduates tend to go into manufacturing, business, law or teaching.

**ENTRY REQUIREMENTS:**

Minimum GCSE Grade B

**COURSE TITLE:**

# Geography

**EXAMINATION BOARD:** Edexcel**COURSE CONTENT - AS:**

Unit 1: Global Challenges. There are two compulsory topics: World at risk and Going global covering contemporary issues such as hazard management, climate change, and globalization.

Unit 2: Geographical Investigations. Students choose two topics from the four offered, one physical and one human. Students will undertake fieldwork in support of this unit

**COURSE CONTENT - A2:**

Unit 3: Contested Planet. This area is explored through six compulsory topics: Energy Security; Water Conflicts; Biodiversity Under Threat; Superpower Geographies; Bridging the Development Gap; and The Technological Fix?

Unit 4: Geographical Research. Students select and study one from six research options including Pollution and Human Health at Risk.

**ASSESSMENT:**

100% Examination: 50% AS and 50% A2

**CAREER OPPORTUNITIES:**

The course is a good foundation for students going on to Higher Education. Recent students have gone on to study diverse subjects including: Estate and Countryside Management, Leisure and Tourism, Geographic Information Systems and Geography amongst others.

**ENTRY REQUIREMENTS:**

Grade C at GCSE is preferable, but not essential as students who have not studied GCSE Geography will be welcome.

**COURSE TITLE:**

## German

**EXAMINATION BOARD:** OCR

**COURSE CONTENT - AS:**

A one Year course normally taken in Y12. Students will be provided with an opportunity to develop their listening, speaking, reading and writing skills and also study social and cultural aspects of the German speaking world.

Unit 1: Speaking 1: This involves a role play and topic discussion of the candidate's own choosing. Topics include aspects of daily life, communication and media, education and training.

Unit 2: Listening, Reading and Writing 1: A multi skill paper. Topics include aspects of daily life, communication and media, education and training

**COURSE CONTENT - A2:**

Building on the AS course, students further develop their language skills and cultural knowledge through more challenging topics.

Unit 3: Speaking 2: This involves a discussion of an article and a topic discussion of the candidate's own choosing. Topics include social issues, the environment, culture, science and technology.

Unit 4: Listening, Reading and Writing 2: A multi skill paper. Topics include social issues, the environment, culture, science and technology.

**ASSESSMENT:**

AS: 100% Examination

A2: 100% Examination

**CAREER OPPORTUNITIES:**

Linguists are in great demand due to their skill and ability to communicate and think independently. Languages can be studied at university as subjects in their own right or can be combined with numerous other subjects. A language combined with Law, Engineering or Business for example would be particularly good combinations as graduates tend to go into manufacturing, business, law or teaching.

**ENTRY REQUIREMENTS:**

Minimum Grade B preferred. Must have attempted the Higher Level Paper at GCSE

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**COURSE TITLE:**

## BTEC National Certificate/Diploma in Health & Social Care

**EXAMINATION BOARD:** Edexcel

**COURSE CONTENT:**

Units delivered include Effective Communication, Lifespan Development, Equality Diversity and Rights, Health Safety and Security, Health and Social Care Services, Personal and Professional Development, Values and Planning. Specialist units may include Complementary Therapies, Nutrition, Research Methods and an Introduction to Counselling.

Students learn by completing projects and assignments based on realistic work place situations. Work placement is an integral part of the course.

**ASSESSMENT:**

100% coursework and is assessed over 2 years.

**CAREER OPPORTUNITIES:**

Successful completion of the BTEC National Certificate is equivalent to two GCE A Levels. Successful completion of the BTEC National Diploma is equivalent to three GCE A Levels. BTEC Nationals are valued by employers and Higher Education. Students may transfer directly into employment, many studying nursing, midwifery or teaching at university.

**ENTRY REQUIREMENTS:**

A commitment to and interest in the subject.

**COURSE TITLE:**

# History

**EXAMINATION BOARD:** AQA

**COURSE CONTENT - AS:**

British & European History 1500-1600; Henry VIII and the Break with Rome; his six wives; executions; scandal and divorce. The social and political impact of Henry's religious reformation. Also, Religious conflict in Europe; Martin Luther, John Calvin and the Protestant Reformation.

**COURSE CONTENT - A2:**

British History. Focus on the Golden Age of Elizabeth I; troubled princess to mighty Queen – Mary Queen of Scots; Religious Conflict; War with Spain and the Armada.

**ASSESSMENT:**

- Two Exam Papers at AS (British & European)
- One exam paper at A2 (British)
- Personal Study at A2.

**CAREER OPPORTUNITIES:**

Developing skills of communication, analysis, argument, thinking, etc makes History ideal for a variety of careers including Law, Media, Management, Teaching as well as archivist and museum work.

**ENTRY REQUIREMENTS:**

Grade B at GCSE if preferable but students without GCSE will be considered. An enthusiasm for History is essential.

**COURSE TITLE:**

# Information Technology

**EXAMINATION BOARD:** AQA

**COURSE CONTENT - AS:**

Module 1 – Practical problem solving in the digital world. Pupils will complete mini activities in the use of ICT to solve problems such as creating an invoice or developing a podcast.

Module 2 – Living in the digital world. Focuses on how the use of ICT affects individuals and society.

**COURSE CONTENT - A2:**

Module 3 – The use of ICT in the digital world. Looks at the fast changing world of ICT as used by organisations.

Module 4 – Practical issues involved in the use of ICT in the digital world (Coursework). Pupils will be given the opportunity to enhance their skills or develop new ones through collaborative working.

**ASSESSMENT:**

AS: Module 1 (50%) externally assessed 11/2 hour exam in which pupils discuss their use of ICT.

Module 2 (50%) externally assessed 11/2 hour exam consisting of short and structured questions.

A2: Module 3 (60%) externally assessed 2 hour exam.

Module 4 (40%) internally assessed and externally moderated.

**CAREER OPPORTUNITIES:**

This course has been developed alongside industry leaders in the field of ICT to equip candidates with the skills to enter Higher Education or direct entry into the ICT industry.

**ENTRY REQUIREMENTS:**

Minimum of a Level 2 or Pass at DiDA D201 or by negotiation with the CAL for ICT if ICT was not taken as an option at GCSE.

**COURSE TITLE:**

# Law

**EXAMINATION BOARD:** OCR

**COURSE CONTENT - AS:**

There are 4 timetabled lessons in Year 12 and a module exam in January and June. A double lesson is provided in Year 13 to improve module grades if required. This is an AS course over 2 years. The course consists of two units:

UNIT 1: The English Legal System: 60% this unit covers the court structure and procedures, the legal profession and the judiciary, magistrates, juries, sentencing and the provision of legal services.

UNIT 2: Sources of Law: 40%: this unit covers law-making, including EU law, statutory interpretation precedent and law reform.

**ASSESSMENT:**

100% Examination. Each module has a 2 hour exam. There is no coursework.

**CAREER OPPORTUNITIES:**

Entry into the legal professions: Barrister, Solicitor, Legal Executive, Legal Secretary and Legal departments in a variety of private and state organisations.

**COURSE TITLE:**

# Mathematics

**EXAMINATION BOARD:**AQA

**COURSE CONTENT - AS:**

The AS course involves two pure and one applied module, weighted evenly. The topics covered include Algebra, Co-Ordinate Geometry, Differentiation, Integration, Functions, Sequences and Series, Trigonometry, Exponentials and Logarithms. The Applied module is a Statistics 1 which covers Numerical Measures, Probability, Binomial and Normal Distributions, Estimation, Correlation and Regression.

**COURSE CONTENT - A2:**

The students build on the AS course and study a further two pure modules and a second applied module. Pure topics are extensions of the AS topics together with Numerical Measures and Vectors. The applied module is Mechanics 1 (unless also studying Further Maths), which covers Mathematical Modelling, Kinematics, Statics and Forces, Momentum, Newton's Laws of Motion, Connected Particles and Projectiles. Further Maths Students will study Mechanics 2 instead, which builds and extends Mechanics 1.

**ASSESSMENT:**

100% Examination.

**CAREER OPPORTUNITIES:**

Maths affects everything we do in our lives. It forms the basis for many other subjects and is fascinating in its own right. It also leads on to a variety of fulfilling careers e.g. Engineering, IT, Medicine, Media, Computer Games, Finance, Teaching, Food Technology, Graphics, Transport and the Environment.

**ENTRY REQUIREMENTS:**

Minimum Grade B. must have studied the entire GCSE course (i.e. Up to Module 10 if taking the OCR Modular course)

**COURSE TITLE:**

# Mathematics (Further)

**EXAMINATION BOARD:** AQA**COURSE CONTENT - AS:**

Running alongside the Mathematics AS, students will study an additional three modules, one pure and two applied. The pure module includes Algebra and Graphs, Complex Numbers, Quadratics, Series, Calculus, Numerical Methods, Trigonometry, Matrices and Transformations. The applied modules are Mechanics 1 (see above) and Decisions 1, which includes Algorithms, Graphs and Networks, Spanning Tree Problems and Matching.

**COURSE CONTENT - A2:**

A further three modules must be studied, although there is a flexibility on which ones. The options are between three further pure modules or doing another Mechanics, Statistics or Decisions module with some pure (timetabling and staffing allowing). For more details on the topics in each module, see [www.aqa.org.uk](http://www.aqa.org.uk).

**ASSESSMENT:**

100% Examination

**CAREER OPPORTUNITIES:**

Students can pursue degrees in Engineering, IT, Medicine, Media, Computer Games, Finance, Teaching, Food Technology, Graphics, Transport and the Environment. More and more universities are asking for Further Maths to get on Engineering courses and other non-Maths-specific courses.

**ENTRY REQUIREMENTS:**

Minimum Grade A.

**COURSE TITLE:**

# Music

**EXAMINATION BOARD:** EDEXCEL**COURSE CONTENT - AS:**

Unit 1 – Performing - Gives students the opportunities to perform as soloists and/or as part of an ensemble. Teachers and students can choose music in any style.

Unit 2 - Composing - Encourages students to develop their composition skills leading to the creation of a three minute piece in response to a chosen brief..

Unit 3 – Musical Understanding - Focuses on listening to familiar music and understanding how it works.

Set works from the anthology provide the focus for the first two sections, through listening to and studying scores. In the third section, students use a score to identify harmonic and tonal features.

**COURSE CONTENT - A2:**

Unit 4 – Extended Performance - Gives students the opportunities to extend their performance skills as soloists and/or as part of an ensemble as part of a 12-15 minute assessed performance of a balanced programme of music.

Unit 5 – Composition and Technical Study - Consists of two sections, the composition section further develops students' composition skills to enable the creation of a final three minute piece. The technical studies section builds on the knowledge and awareness of harmony gained already. Students must complete two tasks in this unit choosing from either one of each section or two of either section.

Unit 6 – Further Musical Understanding - Focuses on listening to music, familiar and unfamiliar and understanding how it works. Set works from the anthology provide the focus for much of the unit.

**ASSESSMENT:**

60% Practical Work (Performing and Composing). 40% Written examination.

**CAREER OPPORTUNITIES:**

This course will benefit any student wanting to study music at university or music college. Career opportunities include performing, teaching, music technology, television and radio.

**ENTRY REQUIREMENTS:**

Grade B and above at GCSE Music. Students who haven't studied music are welcome.

## COURSE TITLE:

# Physics

**EXAMINATION BOARD:** AQA

### COURSE CONTENT - AS:

Students will study the nature of particles, quantum phenomena and electricity. This is followed by developing understanding of the laws of motion, energy and power as well as the properties of materials and the nature of waves.

### COURSE CONTENT - A2:

Students will continue their study of mechanics as they study circular and simple harmonic motion as well as the nature of fields. Furthermore, as study of nuclear and thermal physics is followed by the option of studying astrophysics, medical physics, applied physics or turning points in our understanding of physics.

### ASSESSMENT:

Both courses contain assessment designed to develop the students' practical and investigative skills.

AS - 80% Examination, 20% Practical Exam. (50% of total A-Level Grade)

A2 - 80% Examination, 20% Practical Exam. (50% of total A-Level Grade)

### CAREER OPPORTUNITIES:

The course provides a firm foundation for students if they wish to continue to higher education (and not just science degrees) but is also held in high regard by many employers.

### ENTRY REQUIREMENTS:

Grade B (Higher Level) at either GCSE Physics or Double Award (Core and Additional Science)

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## COURSE TITLE:

# Physical Education

**EXAMINATION BOARD:** OCR

### COURSE CONTENT - AS:

Theory Paper - 2 hour exam

Anatomy and Physiology: body composition and structure in relation to sport.

Skill Acquisition: How we learn and improve both motor and perceptual skills.

Contemporary Studies: current trends in Sport and PE in the UK and around the world.

Practical Assessment: Candidates are assessed in 2 activities. It will be based on technical ability.

Coursework: There is one piece of coursework based on one of the students' sports. It will involve evaluating their performance.

### COURSE CONTENT - A2:

Theory Paper - 2 hour exam

History of Sport: From 43BC to present day

Psychology of Sport: What strategies can we use to improve performance?

Exercise Physiology: How to develop fitness using exercise and training

Practical Assessment: Candidates are assessed in one activity. It will be based on effective performance.

Coursework: There is one piece of coursework which is an extension of the AS coursework. It will involve evaluating their performance and planning for improvement.

### ASSESSMENT:

70% Theory, 30% Practical (of which 10% is coursework)

### CAREER OPPORTUNITIES:

A-level PE is now recognised as an academic A-level suitable for University, College or other Higher Education entrance.

It is especially useful for careers or higher education courses in: PE/Sport, Sport Science, Recreation/Leisure Management, Physiotherapy, Sports Psychology, Teaching / Coaching, Public Relations, Health & Fitness Industry, Professional Sport

but is widely accepted for a lot of other courses / careers, i.e. Police Force, Armed Forces, Business Degrees, Science related Degrees.

### ENTRY REQUIREMENTS:

B grade in GCSE PE would be preferred but not essential.

An ability to play 2 sports/ PE activities at a good standard would be beneficial.

**COURSE TITLE:**

# Product Design

**EXAMINATION BOARD:** OCR**COURSE CONTENT - AS:**

The AS course has two components:

Advanced Innovation Challenge: exam 20%

This provides opportunities for research but also allows you to demonstrate flair, work with materials and apply knowledge gained throughout the AS course. A theme is released in September prior to the examination enabling you to research and gather resources to form a personal handling collection.

Product Study: coursework 30%

The product study consists of product analysis and product development and prototype modelling and development.

**COURSE CONTENT - A2:**

Design, make and evaluate: coursework 30%

This unit will take up the major slice of your Design & Technology time in your A2 year. The coursework will use and develop skills you have acquired during your AS coursework and consists of designing, making and evaluating a product to meet a need. A marketing presentation and a review and reflection are also included. Creativity, flair and innovation are vital elements.

Product Design Exam: coursework 20%

In this examination you will have the opportunity to select from focus areas.

**CAREER OPPORTUNITIES:**

A great course to lead to any university design qualification and further into the world of work as a designer within any specialist area.

**ENTRY REQUIREMENTS:**

Grade B GCSE.

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**COURSE TITLE:**

# Psychology

**EXAMINATION BOARD:** Edexcel**COURSE CONTENT - AS:**

A look at the general approaches to psychology including the social approach and the cognitive approach. The issue of gender behaviour will be examined through the physiological, behavioural and psychodynamic approaches. Experiments will be done throughout the year and will be part of the exam.

**COURSE CONTENT - A2:**

A look at specific topics which could include criminal psychology, health psychology or child psychology. There is also a synoptic element which includes abnormal psychology. Experiments will be done throughout the year and will be part of the exam.

**ASSESSMENT:**

100% exam. 2 at AS (one in January). 2 at A2 (one in January).

**CAREER OPPORTUNITIES:**

Many students progress onto either a Psychology Degree or another degree. Careers in Psychology include Clinical Psychologist, Education Psychologist, Forensics and Counselling.

**ENTRY REQUIREMENTS:**

Double Award Science at BB.

**COURSE TITLE:**

# Religious Studies - Philosophy & Ethics

**EXAMINATION BOARD:** Edexcel

**COURSE CONTENT - AS:**

This involves a study of 2 disciplines within Religious Studies. Ethics looks at theories such as Utilitarianism and Situation ethics and considers their strengths and weaknesses. Religious teachings on the nature and value of human life as opposed to animal life are considered as is a much more detailed consideration of Abortion and Euthanasia.

Philosophy, Religion and Science considers philosophical thinking on scientific topics such as Creation and Evolution theory, the design argument as to the existence of God, Miracles and Quantum mechanics in a religious world view.

**COURSE CONTENT - A2:**

Ethical studies are continued with a study of libertarianism and fatalism, virtue ethics, religious views on sexual behaviour and human relationships and a unit on the ethics of Science and technology.

Philosophy considers the issues of Life, Death and Beyond and the perceptions of the Ultimate Reality of God and whether such perceptions are meaningful.

**ASSESSMENT:**

100% examination - AS will be 2 papers of 1hr 15 each and A2 will be 2 papers of 1hr 30 each.

**CAREER OPPORTUNITIES:**

This is an excellent course for important skills of analysis and evaluation of scholars-thinking, necessary for a whole range of courses in higher education including some science courses with an ethical focus. Law, teaching and the diplomatic service all benefit from this qualification.

**ENTRY REQUIREMENTS:**

Minimum grade B is required in Religious Studies, History or English. Students who have not studied the subject at GCSE will be welcome.

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**COURSE TITLE:**

# Level 2 BTEC First Diploma in Business (1 year)

**EXAMINATION BOARD:** Edexcel

**COURSE CONTENT:**

The areas include; Exploring Business Purpose, Developing Customer Relations, Investigating Financial Control, Business Communication, People in Organisations and Starting a Small Business

**ASSESSMENT:**

100 % Coursework. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentations.

**CAREER OPPORTUNITIES:**

This course is equivalent to 4 GCSEs at A\*-C. Students gaining a BTEC First Diploma in Business will have access to a range of career and further education opportunities. Many students that complete this course continue to study an A Level course at John Taylor or seek employment.

**ENTRY REQUIREMENTS:**

No specific entry requirements. Students who have not studied Business at GCSE Level are welcome.

**COURSE TITLE:**

# Level 2 BTEC First Diploma in Health & Social Care (1 year)

**EXAMINATION BOARD:** Edexcel

**COURSE CONTENT:**

Areas include:- Communication and Individual Rights, Human Lifespan, Impact of diet on Health, Individual Needs within the Health & Social Care Services, Anatomy and Physiology. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentations.

**ASSESSMENT:**

100% Coursework. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentations.

**CAREER OPPORTUNITIES:**

This course is equivalent to 4 GCSE's at A-C grade. All students gaining a BTEC First Diploma in Health & Social Care will have access to a range of career and further education opportunities. Students often progress onto A-Level courses or go into employment.

**ENTRY REQUIREMENTS:**

No specific entry requirements.

**COURSE TITLE:**

# Level 3 BTEC National Diploma in Sport (Development, Coaching and Fitness)

**EXAMINATION BOARD:** Edexcel

**COURSE CONTENT - 2YRS:**

Core units include:

The Body in Action • Health and Safety in Sport • Training and Fitness for Sport • Sports Coaching • Sports Development • Fitness Testing for Sport and Exercise • Practical Team Sports • Practical Individual Sports.

Specialist units include:

Outdoor and Adventurous Activities • Sports Nutrition • Sport and Society • Leadership in Sport • Exercise, Health and Lifestyle • Instructing Physical Activity and Exercise • Working with Children in Sport • Sport as a Business • Work-based Experience in Sport.

**ASSESSMENT:**

100% Coursework, in the form of written work, presentations and practical work.

BTECs are now recognised as suitable qualifications for University, College or other Higher Education entrance.

**CAREER OPPORTUNITIES:**

It is especially useful for careers or higher education courses in:

PE/Sport, Sport Science, Recreation/Leisure Management, Physiotherapy, Sports Psychology, Teaching-Coaching, Public Relations, Health & Fitness Industry, Professional Sport but is widely accepted for a lot of other courses/careers ie:

Police Force, Armed Forces, Business Degrees, Science related degrees.

**ENTRY REQUIREMENTS:**

A good knowledge/interest in sport and the ability to play well in one sport.

**COURSE TITLE:**

# CoPE (Certificate of Personal Effectiveness)

**EXAMINATION BOARD:** ASDAN

**COURSE CONTENT - Y12/Y13:**

The CoPE course is a way of enabling students to get accreditation for various (including extra-curricular) activities whilst in the 6th form. The scheme encourages learners to take increasing responsibility for the development and organisation of one's own learning. Students complete a range of personally chosen challenges/tasks and also have to demonstrate evidence of some key-skills.

**ASSESSMENT:**

Submission of a portfolio for internal and external moderation.

**CAREER OPPORTUNITIES:**

Achievement in this qualification has been calibrated by QCA/DfES to the equivalent of an AS Level at Level 3, (with a UCAS tariff of 70 points).

**ENTRY REQUIREMENTS:**

No specific entry requirements, BUT there is an expectation that students are prepared to take considerable personal responsibility in developing, carrying out and completing the challenges.

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**COURSE TITLE:**

# Critical Thinking

**EXAMINATION BOARD:** OCR

**COURSE CONTENT - AS:**

The Year 12 course concentrates on Units 1 and 2 of the AS qualification; the course meets specific exam demands and wider skills (through knowledge of current issues and understanding the importance of examining knowledge and beliefs critically). Critical thinking skills are valuable in themselves and contribute to success in other subjects.

**COURSE CONTENT - A2:**

Unit 1: Introduction to Critical Thinking. Unit 2: Assessing/Developing Argument. Unit 3: Ethical Reasoning & Decision Making. Unit 4: Critical Reasoning

**ASSESSMENT:**

100% examination.

**CAREER OPPORTUNITIES:**

It is certain that learners who wish to progress to Higher Education will benefit from the analytical and communication skills they will have developed during the course.

**ENTRY REQUIREMENTS:**

No specific requirements but a good GCSE pass in English AND a willingness to analyse/discuss/argue about topical matters.

**COURSE TITLE:**

# General Studies

**EXAMINATION BOARD:** AQA

**COURSE CONTENT - AS:**

The AS course presents two broad themes/exam papers:-

- Culture and Society
- Science and Society

Emphasis is placed not only on meeting specific exam demands but also on developing wider skills via knowledge of current issues and essay-writing techniques.

**COURSE CONTENT - A2:**

The A2 course presents two broad themes/exam papers:-

- Culture and Society
- Science and Society

Emphasis is placed not only on meeting specific exam demands but also on developing wider skills via knowledge of current issues and essay-writing techniques.

**ASSESSMENT:**

100% examination

**CAREER OPPORTUNITIES:**

Universities and employers view this qualification as evidence of a well rounded education.

**ENTRY REQUIREMENTS:**

Good GCSE passes in core curriculum subjects.

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**COURSE TITLE:**

# Extended Project

**EXAMINATION BOARD:** AQA

**COURSE CONTENT - AS:**

The EP is a major piece of individual project in which you have an opportunity to explore a topic or a question that is of particular interest to you. You are able to extend your knowledge and showcase your skills especially research and evaluation.

**ASSESSMENT:**

Usually a 5000 word report

**CAREER OPPORTUNITIES:**

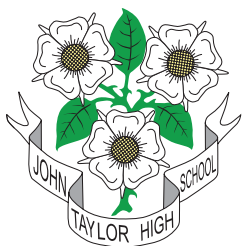
This qualification reflects the skills universities and employers demand.

**ENTRY REQUIREMENTS:**

Good GCSE passes in all subjects.







# John Taylor High School

**A SPECIALIST SCIENCE  
& LEADERSHIP SCHOOL**

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