

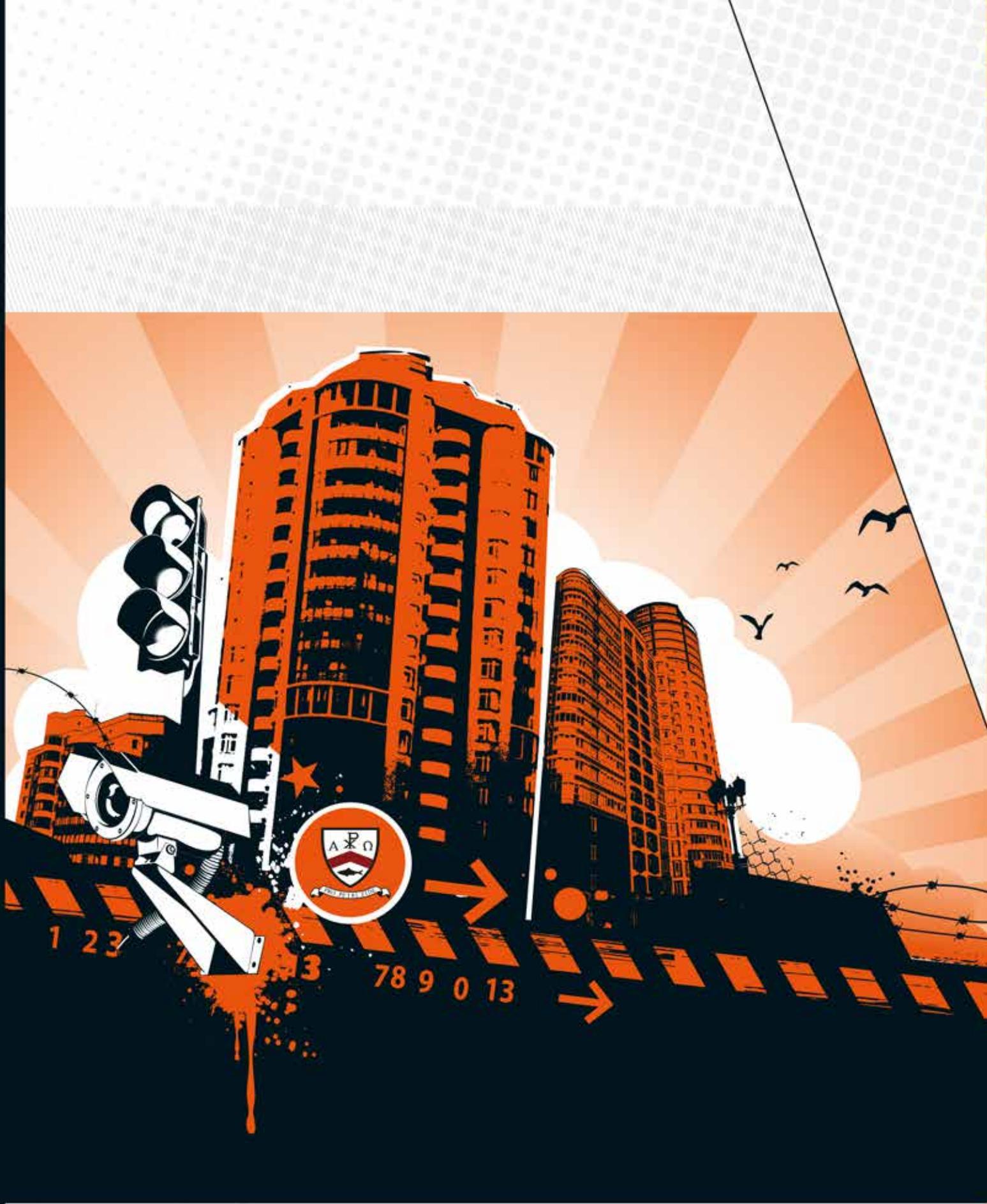


**Bishop Milner  
Catholic College**

# **Sixth Form Prospectus**

**2019/20**

**FUTURES FOR ALL,  
SUCCESS FOR EVERYONE**





## **A warm welcome is extended to all who join our Sixth Form here at Bishop Milner Catholic College**

You will find our Sixth Form to be a friendly, supportive environment which offers quality teaching, outstanding pastoral care and ongoing guidance, in order to ensure all of our students develop the skills and self-confidence to achieve their full potential.

We are a Catholic college with a family atmosphere of support and good relationships. Our Sixth Form is made up students not only from our own Year 11 but also those who choose to join us from other institutions and most importantly, all become valued members of our Sixth Form community, where the care of the individual is paramount and everyone is treated equally!

At Bishop Milner Catholic College we have high expectations of all our students as evidenced not only in the quality of our examination outcomes but also in the all-round outstanding young people that move on to higher education, apprenticeships or employment. Our team of well-qualified and dedicated staff ensure that our students have the opportunity to flourish in a nurturing environment where academic excellence is encouraged, developed and celebrated.

At Bishop Milner you will find a fantastic range of Level 3 subjects. Students may take the traditional route of Advanced Level qualifications, a vocational pathway which includes a variety of BTEC National Level 3 qualifications, or a combination of both. We also provide the opportunity for re-sits at Level 2 in English and Mathematics.

Opportunities for learning go way beyond the subjects within this prospectus and as such, we are extremely proud to offer a comprehensive package of further enrichment that complement the academic, practical, cultural and spiritual growth of those within our community. These activities are rich and varied and include trips abroad, the Duke of Edinburgh Gold Award, public speaking competitions, field trips, Archdiocese annual Lourdes pilgrimage, work experience placements and visits to universities.

All of our students are encouraged to take part in the activities on offer, in order to help them to become thoughtful individuals who are fully equipped to be successful in their future lives.

We are immensely proud of the fact that the vast majority of our students go on to study for degrees not only at universities here in the UK but also abroad. In order to support these students, along with those who wish to take up apprenticeships or employment, our team of sixth form staff provide access to quality careers guidance, along with ensuring each and every one of our students is provided with advice and support to complete their applications and take part in subsequent interviews. In conclusion, my introduction along with the content of this prospectus is but a window into life at Bishop Milner Catholic College and if you wish to find out more and/or come for a guided tour, please do not hesitate in making contact with us.

We look forward to welcoming you to our Sixth Form.

**Mr R. May**  
Principal

## **Welcome from the Sixth Form Leadership Team**

Thank you for taking the time to read through our sixth form prospectus, Bishop Milner Catholic College is a long established sixth form with a proven pedigree for the best pastoral support for students whilst also maintaining good quality academic results.

We pride ourselves on offering a broad curriculum with a mix of academic and vocational qualifications.

We have three dedicated sixth form staff who will work in support of you and your studies here at Bishop Milner Catholic College.

### **Miss R Berrington Head of Year 12 and 13**

Miss Berrington has been a valued member of staff at Bishop Milner Catholic College for 16 years, teaching primarily sixth form students and also undertaking the role of sixth form tutor. Due to Miss Berrington's valuable skill set and experience with sixth form students she has taken over the pastoral and academic care of our students since September 2018.

Miss Berrington maintains the oversight of all sixth form activities and is a proactive member of the sixth form team with both parents and students.

### **Miss D Burton Post 16 Progress Mentor**

Miss Burton has been a member of the Bishop Milner Catholic College support team for 9 years. Miss Burton is skilled in working as a progress mentor and is experienced in providing advice and guidance to all sixth form students during their time at Bishop Milner Catholic College.

Miss Burton tracks student progress and liaises with departmental staff to develop schemes and programmes to suit the individual needs of students.

In addition to her work as progress mentor Miss Burton leads the Head Student Team and oversees the completion of the greatly esteemed John Paul II Award.

### **Ms S Wilkins Careers, Education, Information, Advice and Guidance Lead**

Ms Wilkins is the newest member of the Bishop Milner Catholic College sixth form team and brings with her a plethora of knowledge regarding next steps for our sixth form students and wider college.

Ms Wilkins prides herself on her proactive approach to working with our students in terms of engagement and inspiring them to achieve their goals.



## Information about Bishop Milner Catholic College Sixth Form

Bishop Milner Catholic College has a Sixth Form with approximately 70 students in each year group, making 140 places overall. We strive to help students achieve the very best they can, which includes supporting all students in whatever career path they choose to follow.

We are able to provide bespoke advice and support depending on individual programmes of study and Post 18 choices.

We have a strong pastoral support system designed to support students throughout their time with us.

Studying with us is about more than just gaining your qualifications.

We have a wealth of opportunities on offer that are not only fun, they also add to your CV and personal statement, helping you to 'stand out of from the crowd' in whatever study or career path you decide to follow Post 18.

### What OFSTED says:

At our most recent OFSTED inspection in July 2018, our Sixth Form provision was rated as 'Good'.

***'Students on vocational courses made strong progress... Leaders have introduced targeted support for students, including ensuring that they are on the correct courses and making progress. Outcomes are carefully tracked at student and subject levels.'***

***'Pupils are a credit to you. They are polite and friendly. Pupils are supported by the promotion of Catholic values of tolerance, respect and care. These are evident in the culture and atmosphere of this forward-looking, inclusive and happy school.'***





## Catholic Life at Bishop Milner Sixth Form

We are a proud Catholic Community. Whilst you do not have to be Catholic to attend or gain a place here, we have a wide range of religious activities you can get involved in.

### Chaplaincy

The spiritual life of all members of our community is central to our mission. Inspired by St Peter, our Chaplaincy team is involved in a range of areas in college life from providing prayers for tutor time, to the organisation of charity events and Feast Day Masses, as well as considering their own spiritual journey.

Prayer is important in College. We have a chapel in school which provides a peaceful place for staff and students to reflect and have some quiet time. It is open at social time and it is used for assemblies, Adoration of the Blessed Sacrament, staff prayer, and class Mass throughout the year.

Every day, either in Assemblies or in tutor groups, time is given to reflection and prayer which is based on the events of the Church's liturgical life, or community life or events in our world.

Through the teaching of our faith we are able to support and encourage our college community to live out the Great Commandment by organising collections for local food banks, Good Shepherd Ministry, and baby hampers in Advent for the LIFE charity. We have an active role in our diocese and have worked hard to forge links with the community and with our parish communities.

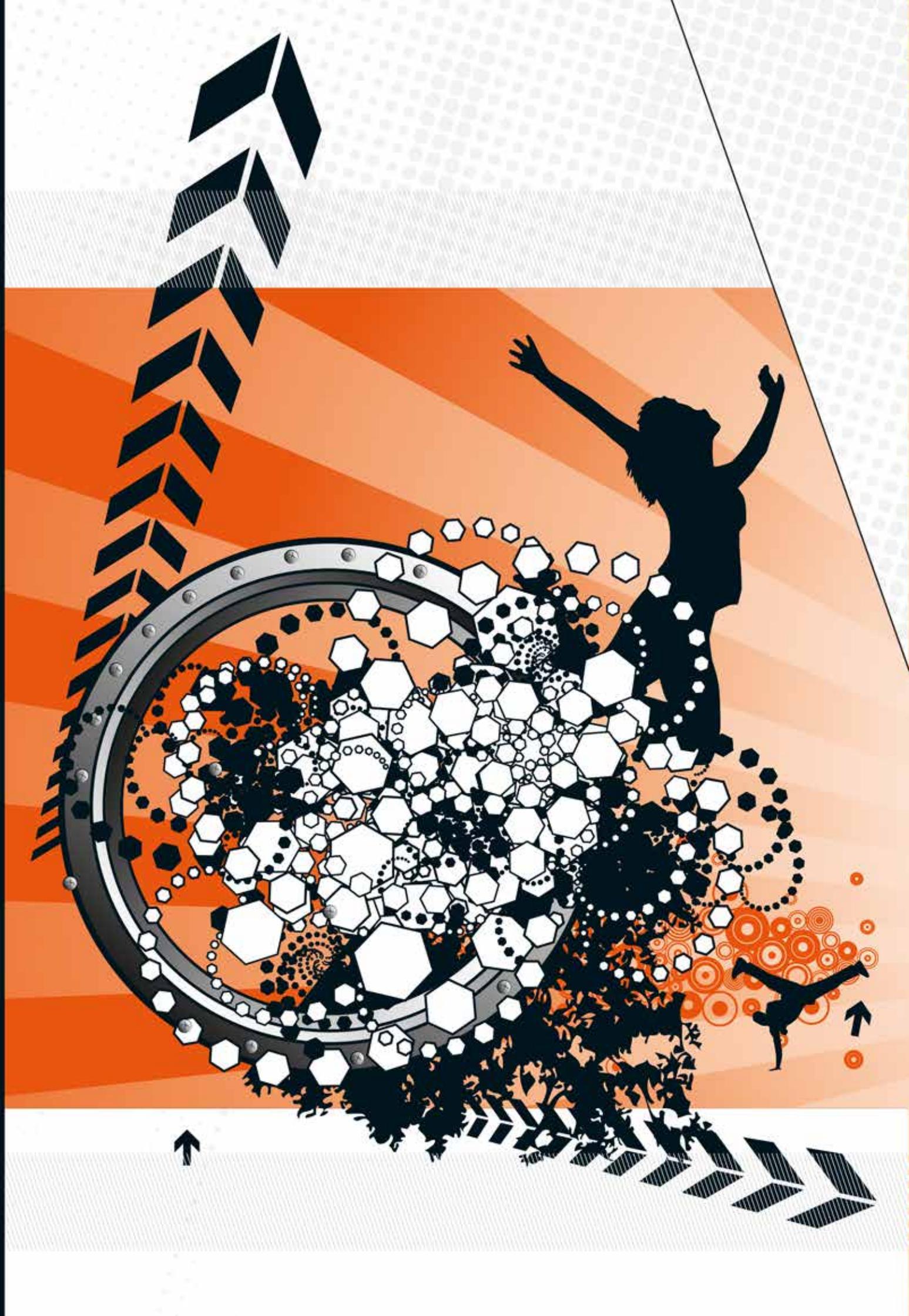
### Faith in Action

As Bishop Milner is a Catholic College, it is a requirement that all students participate in a General RE course of study called Faith in Action for one lesson each week in Year 12 and 13. This programme allows students to debate moral and spiritual matters. The programme considers a wide range of issues including relationships, justice, science and religion, along with an examination of the different faith traditions. Students also have the opportunity to reflect upon, question and debate matters of a personal and social importance.

### Masses and Liturgical Celebrations

There are weekly acts of Collective Worship and Masses, services of reconciliation days of reflection in college and Feast Day Masses. In this way we recognise and support the point made by Pope Francis in April 2019 where the Holy Father urged young people to "...be the protagonists of change. You, young people, are the ones who hold the future. I ask you to be builders of the world, to work for a better world."

**We respect all faiths and students  
of all religious denominations  
are welcomed to our Masses and  
celebrations.**





## Enrichment Opportunities

As part of our Catholic Ethos we aim to develop the whole person 'Made in the image and likeness of God' in order to prepare students for life after Bishop Milner Sixth Form.

### Diocesan Pilgrimage to Lourdes

Students are encouraged to support the annual pilgrimage to Lourdes as part of Birmingham Archdiocese during May half term. This is an opportunity to volunteer to work with the sick in Lourdes by taking them to the Grotto, the torchlight procession or by talking to the elderly or infirm on this pilgrimage. Students will have the opportunity to meet with other students from other Catholic Sixth Forms and parishes throughout the diocese.

### John Paul II Award

We are delighted that we can offer our students the opportunity to complete the John Paul II Award. This is a faith achievement award for young people between the age of 16 and 18. It is non-competitive, inclusive, flexible and voluntary. The award enables participants to take an active part in the life of either their own Church or the parish of Bishop Milner Catholic College –it recognises their role in the life of their community and society. It enables young people to become more aware of the teaching and role of the Catholic Church in the world and to engage at a deep level with Christ.

The award was created to commemorate the late Saint John Paul II who was so committed to young people and who had such belief and confidence in them, which was also the ethos of St John Bosco, the patron saint of our MAC. The award is committed to helping young people enhance their spiritual, physical, emotional and social development through participation in school, parish and community activities. As well as the feeling of personal achievement that a participant will gain from taking part in the award, participation will help demonstrate the young person's commitment to a task and goal. It is also an award that can set individuals apart when applying for University or employment.

There are 3 award levels, Gold, Silver and Bronze and these are earned by taking part in parish and social activities – 1 hour per week over 8, 14 or 20 weeks.

For those that have completed the Gold Award they have a further option of completing the Papal Cross Award.

### Catenians Public Speaking Competition

For a number of years, the Catenians have run a prestigious public speaking competition. This is a fantastic opportunity for students to add to their personal statements/CVs and take part in something fun! There is a school level round which takes place in the spring term at college. Parents and relatives are welcome to attend. The winner of this round then goes through to the regional final; which took place at Bishop Milner Catholic College this year. The winner of the regional final then goes through to the national final. The subject is the student's choice, so it's an excellent opportunity for students to research and develop their arguments on a topic they are interested in.

There are a wide range of exciting trips and visits on offer, including ski trip to Italy, a residential trip to Edgehill University, being part of the Diocesan pilgrimage to Lourdes, and opportunities to participate in exciting GAP Year activities.





## Extended Project Qualification from Edexcel

The Extended Project Qualification (EPQ) is a skills based, independent research project with a project which is unique in that you decide what it is about, and the focus is on developing valuable skills rather than learning and examining content.

By choosing to complete an Extended Project, you are embarking on a challenging and rewarding journey which will enable you to become the college expert in your chosen field and equip you with a range of skills valued both in further education and in the workplace. The EPQ is a Level 3 independent research project which earns you UCAS points. An A in the EPQ will gain you 24 UCAS points, the same as an A grade at AS. It is also possible to gain an A\* in the EPQ, which is worth 28 UCAS points.

### What could my project be about?

Really, absolutely anything. The only requirement is that it takes you beyond the content of your current programme of study. You may choose a title which bridges across your A levels, you could decide to pursue an interest which you haven't been able to continue at A level or you may decide to research a topic relevant to your intended career or degree course. Past titles include:

- **Building a remote control robotic arm**
- **A study into the effects of music on quality of training in sports**
- **Why does music affect our emotions?**
- **Should we reduce the number of prison sentences in the UK?**
- **Building a MOT'd, roadworthy car**
- **Writing and producing a musical about the moon landings**

Assessment of the EPQ is through the completion of a CRF log, a 5000-word essay or artefact and a 1000-word report with a presentation

### Head Student Team

The Head Student Team arranges an annual Alton Towers Scarefest visit, as well as Sixth Form Leavers' events; Senior Citizen Christmas Party, charitable fundraising opportunities and other social events.

Students at Bishop Milner take part in a wide range of activities, competing against other schools and colleges. Annually, we compete in the Lord Mayor's Mega Quiz at University of Birmingham against other top institutions. We are also hoping to hold other competitive events against other local Sixth Forms.

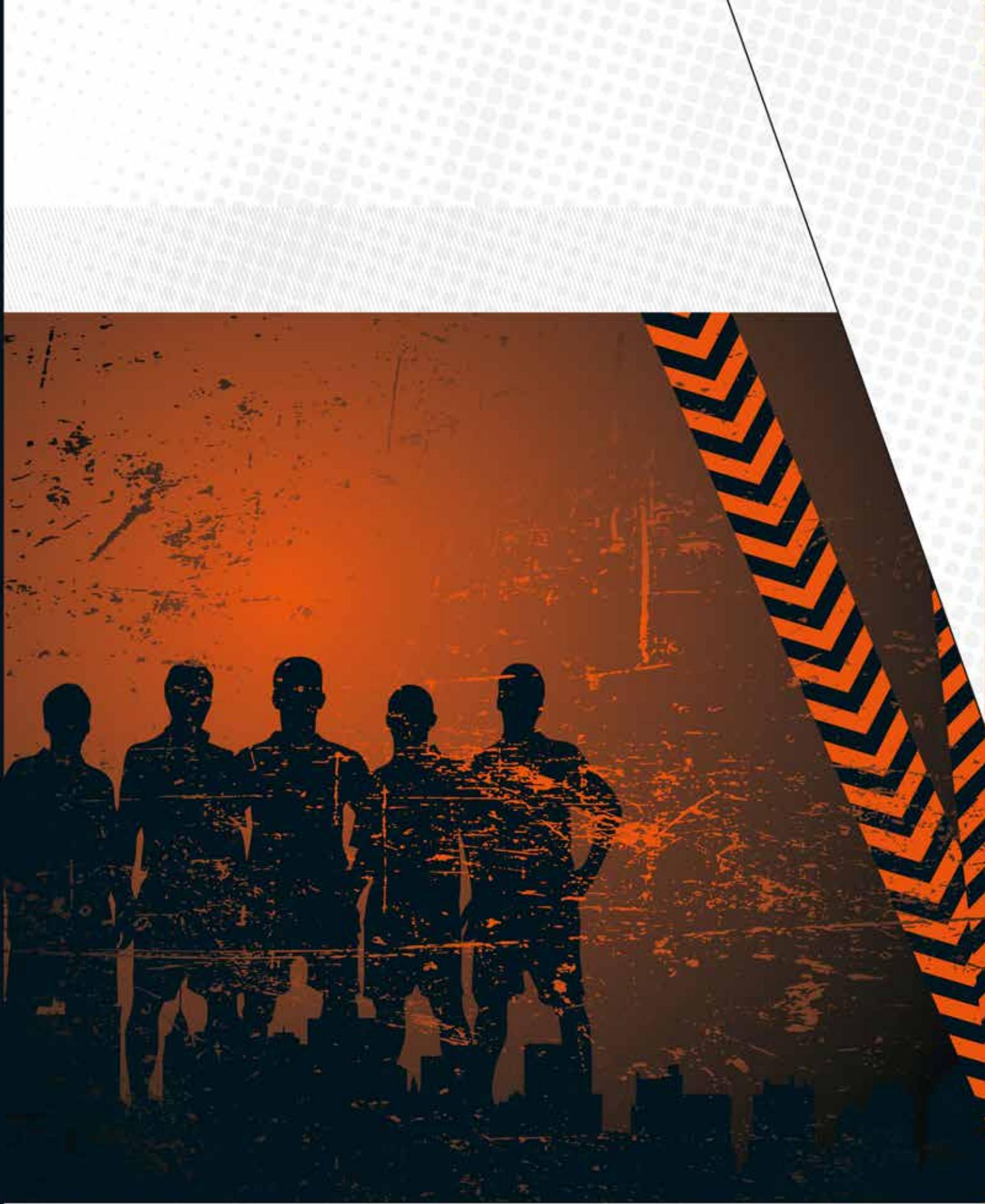
As part of our extensive Sixth Form Induction Programme, students are invited to attend a Team Building Day. This takes place upon the commencement of Year 12, with students taking part in activities such as Segway driving, target shooting, zip wire and a high ropes adventure as well as a range of wider adventure tasks.

### Sport and Recreation

Bishop Milner is strongly geared towards stimulating and promoting the enjoyment of physical activity, especially with the voluntary programme of sport and recreational activities provides a variety of opportunities to participate at your own level of performance.

### Duke of Edinburgh Award

The college are proud to offer all levels of the Duke of Edinburgh's Award through an exciting and challenging range of activities, expeditions in which students can develop problem solving and teamwork skills. Our staff who run the award hold the appropriate national governing body award and are highly experienced in the safe delivery and planning of the expedition element of the award.





## Facilities

**Our Sixth Form students have access to dedicated accommodation that provides a balance between study and recreational space.**

### Study Facilities

The Sixth Form Centre has a dedicated study suite with access to computers and support staff throughout the college day. In addition to this we also have two further rooms for students to study, including our 'Futures Room' containing a wealth of university and careers information.

### Sixth Form Cafe

Students have access to a wide range of hot and cold food served throughout the college day. Menus have been designed following consultation with students and are regularly reviewed by the Head Student Team. There is Wi-Fi access available for personal devices and a television that provides students with music and news bulletins.

### Sports Facilities

We have a superb Sports Hall and a gym available for students to use in agreement with the PE staff. The PE department also welcome involvement of Sixth Form students within the department. We have a Sixth Form Basketball team that play on a Wednesday and we support the primary schools within the Multi Academy Trust linked to their Sports Days.

### Other

We have a dedicated Sixth Form office for meetings with students. Students receive weekly notices and key staff are always available to students.

## **Student Support**

### **Pastoral support**

Students are assigned to a tutor group and attend a registration session every morning. This allows the tutor and students to get to know each other, for the day to start with collective worship, and for the provision of PSHME material.

Tutors are there to support students and are the first port of call if they have any issues. Tutors also write UCAS references for students and support with the UCAS application process.

In addition, Miss Berrington and Miss Burton support with whatever issues students may encounter, administer the UCAS process, ensure that students' PSHME curriculum provision is in place and put in interventions where extra support is needed.

Mrs Harding is our college Counsellor. She is available for students who might be going through difficult emotional situations to talk to and provide practical advice.

Mrs Hand and Mr Lodge are our Designated Safeguarding Leads. In addition, Mrs Hand monitors welfare of students and will provide advice and support to students where required.

## **Bursary Fund**

The 16 to 19 Bursary Fund provides financial support to help students overcome specific barriers to participation so they can remain in education.

### **There are 2 types of 16 to 19 bursaries:**

- bursaries for defined vulnerable groups of up to £1,200 a year
- discretionary bursaries which institutions award to meet individual needs, for example, help with the cost of transport, meals, books and equipment

Please note that bursary which is awarded is subject to attendance throughout the year.

For further information, please speak to Miss Sumner in the Finance Office. All enquires are dealt with in a confidential manner.

**“I have come that you may have life, and have it to the full.”**

**John 10:10**



## **Careers and Work Experience**

**We Strive to ensure that students keep their options open and develop the skills, attributes and qualifications to flourish in the future.**

The quality of careers guidance given to students marks us out from other schools and colleges. Bishop Milner Catholic College has been awarded the CEIAG Quality Award for our careers provision.

We provide opportunities for students to meet industry professionals, through careers talks and in various master classes linked with lessons. These sessions broaden their understanding of the variety of modern work opportunities and the employability skills that are essential to them making the right A level and career choices. We have very bespoke targeted support packages such as “Future Fridays” a breakfast meeting every Friday morning where local, non-local companies, employers and specialists from an array of backgrounds come into school to talk about their experiences and pathways into their chosen field of employment.

CEIAG contributes to the education of the whole person in preparing them for the next stage of their education or when entering the world of employment.

Towards the end of Year 12, the different routes available to our students are discussed. Those who are aiming to attend university start the process by learning how the UCAS application takes place and the timeline for applications.

As students move into Year 13, the UCAS application process is carefully monitored, individual references prepared for all students and arrangements made for students who require interview experience made to support their applications.

Sessions on finance and money management take place, and an information evening for parents is arranged to update on such matters.

For those who are seeking employment or an apprenticeship following Sixth Form, individual appointments are arranged with Miss Wilkins, the schools CEIAG lead to discuss the options available and provide support and action plans during the application process.

### **Work Experience**

As part of the school’s Sixth Form enrichment curriculum, all Year 12 students are encouraged to arrange and attend one week of work experience at the end of the summer term.

This provides an opportunity to enhance applications and CVs for university or employment and provides a valuable opportunity to experience the expectations for employment.

At Bishop Milner we try to expose the students to a wide range of career / study pathways in as many ways as possible from delivered sessions, external providers and external visits and nationally recognised programs.

## Sixth Form Dress Code

To be in-keeping with our proud standards of uniform across the rest of the college, but to still provide our older students with greater independence and choice; the expectation is that Sixth Form students wear business dress.

In addition to being smart role models for all younger students, this dress code will also help students prepare for standards in their future worlds of work.

### Male Students

Smart, tailored shirt. This may be short or long sleeved. It must be buttoned at the front and have a collar.

Tie

Smart, tailored trousers (jeans/ cords/ shorts/ cropped trousers are not permitted)

Smart leather shoes

### Female Students

Smart, tailored shirt or blouse. This may be short or long sleeved. It must be buttoned at the front and have a collar.

Smart, tailored trousers (jeans/cords/shorts/ cropped trousers are not permitted)

Smart, knee length skirt/ dress (dresses should be no shorter than knee length)

Smart leather shoes

A maximum of two simple stud-like earrings can be worn in the lower lobe of each ear. No piercings are permitted in the tragus or helix of the ear. No tongue, facial or visible body piercings are permitted. Other jewellery may be worn but this must be discreet.

A smart hairstyle is compulsory. Male students are permitted to have long hair but this must be tied back. Only natural highlights are permitted. Red, purple, lilac or orange highlights are not permitted or any other colour that is not natural. The Sixth Form Team have the right to decide whether a highlight is natural and whether a hairstyle is smart.

### For clarification the following items do not form part of the Sixth Form Dress Code:

Hoodies, hats/caps, leather, cargo pants or denim including jean-style trousers, corduroy, lycra, chinos, see-through linen trousers, leggings, jeggings, shorts, cut-off trousers, skater skirts, stretchy short skirts, casual tee shirts, polo shirts, polo-necked jumpers, jumper dresses, designer logos, trainers, casual 'deck' shoes, canvas shoes, flip flops, boots (UGG, Desert, Dr Martin, or other) visible tattoos.

The Sixth Form Team reserve the right to send a student home if they feel that they are wearing clothes that contravene the Dress Code.



## Application Procedure

### Sixth Form Open Evening – Autumn Term

This is an opportunity for all prospective Sixth Form students to visit the college and find out what Bishop Milner Catholic College has to offer. Students and parents/carers will be able to: discuss the range of subjects and courses on offer, tour the college and its Sixth Form facilities and interact to current Sixth Form students.

### Entry Requirements

To gain entry to Bishop Milner Sixth Form, students are required to have achieved 5 grade 5 – 9 GCSE (or equivalent) subject passes with higher passes required for specific courses. Where deemed suitable, students requiring GCSE resits in English or Mathematics will be catered for.

In addition to the Sixth Form's minimum academic entry requirements students will need to satisfy minimum entrance requirements to the courses for which you are applying.

If either internal or external applicants fail to meet the minimum course requirements they will be given the opportunity of pursuing any alternative courses for which they do meet the minimum academic requirements.

### Application Deadline

Application forms for Sixth Form admission are available from the college website ([www.bmilner.dudley.sch.uk](http://www.bmilner.dudley.sch.uk)) and must be submitted to the college by February Half Term.

If advice or assistance is required on the completion of application forms, please e-mail the college on [info@bmilner.dudley.sch.uk](mailto:info@bmilner.dudley.sch.uk) or contact college reception on (01384) 889422.

### Interviews: February - Easter

All applicants will be invited to attend an interview with a member of the Sixth Form Team.

### Provisional Offer Letters:

Following interviews, all applicants will receive a letter notifying them of the outcome of their application and any subsequent conditions attached to the offer. At this time students will also be invited to Sixth Form Induction.

### Induction: July

To welcome both new and existing members of our college community into Sixth Form life, there will be an Induction event in July for students to meet their tutors, other students and receive further information relating to Bishop Milner Sixth Form.

### Enrolment: August

Enrolment Interviews will take place following publication of GCSE examination results. Subject choices will be finalised at this point and students issued with their college identification, timetable and student handbook. Before studies commence at the start of September, exciting off site activities will be provided to allow students to interact with new friends.

# Minimum Subject Entry Criteria for September 2020

Sixth Form Entry Criteria: a minimum of 5, GCSE grades at 9-5.

## A Level Courses

<b>Art &amp; Design</b>	Grade 5 in GCSE Art Students who have not studied Art and demonstrate a personal interest in the subject will be considered on an individual basis
<b>Biology</b>	Grade 6 in GCSE Biology or a 6/6 in Combined Science GCSE and a grade 5 at GCSE Mathematics
<b>Chemistry</b>	Grade 6 in GCSE Chemistry or a 6/6 in Combined Science GCSE and a grade 5 at GCSE Mathematics
<b>Design and Technology: Product Design</b>	Grade 5 in GCSE Product Design
<b>English Literature</b>	Grade 5 in GCSE English Language and English Literature
<b>Film Studies</b>	Grade 5 in GCSE English Language or English Literature
<b>Geography</b>	Grade 6 in GCSE Geography and grade 5 in GCSE Mathematics
<b>History</b>	Grade 6 in GCSE History and grade 5 in GCSE English Language or Literature
<b>Mathematics</b>	Grade 7 in GCSE Mathematics Students who attain a grade 6 will be considered subject to an interview with the Head of Department who will make a judgement on the strength of the point score and suitability of the candidate.
<b>Philosophy and Ethics</b>	Grade 5 in GCSE RE and grade 5 GCSE English Language
<b>Photography</b>	Grade 5 in GCSE Art or keen interest in photography if not studied previously
<b>Physics</b>	Grade 6 in GCSE Physics or a 6/6 in Combined Science GCSE and a grade 5 at GCSE Mathematics
<b>Psychology</b>	Grade 5 in GCSE English Language or Literature and Grade 5 in GCSE Maths
<b>Sociology</b>	Grade 5 in GCSE English Language or Literature

## BTEC (Level 3) / Applied General Qualification

<b>Applied Business Studies</b>	Students will need to have a minimum of 5 GCSEs at level 5 or above (or equivalent) to be accepted onto this course and minimum grade 4 in GCSE Mathematics
<b>ICT</b>	Students will need to have a minimum of 5 GCSEs at level 5 or above (or equivalent) to be accepted onto this course. Students who have not studied ICT and demonstrate a personal interest in the subject will be considered on an individual basis
<b>Law</b>	Students will need to have a minimum of 5 GCSEs at level 5 or above (or equivalent) to be accepted onto this course and minimum grade 4 in GCSE English Language or English Literature
<b>Physical Education</b>	Grade 5 in GCSE Physical Education and grade 5 in GCSE Biology or a 5/5 in Combined Science GCSE. Candidates who did not study GCSE Physical Education, a Distinction* vocational Sport course or a 5 in Biology is required

## GCSE Retakes

It is a statutory requirement that you must sit English and Mathematics again if you have not achieved Grade 4 or better in both subjects. Where deemed necessary English and Mathematics lessons will be timetabled for all students who are in this position.



## Overview of the Curriculum

Bishop Milner Sixth Form is proud to offer an extensive and varied curriculum. Students will be guided in their selection of subjects to ensure that students are able to access the right combination of courses to support entrance not only to University but all other career opportunities.

In addition to a range of A Level courses, we offer a selection of BTEC National qualifications that have A Level equivalence. A Levels are linear 2-year courses, with 100% of the assessment coming at the end of the second year.

### How this will affect your course choices at Bishop Milner

In some cases, it will be decided that a fourth A Level choice (judged at our discretion in conjunction with students and their parents/carers) will be suitable. Otherwise, students will opt for 3 A Level/BTEC Qualifications.

To complement this personalised programme of study, a range of additional academic and further enrichment opportunities will also be available over the course of the two years. For example, Year 12 students will also undertake an accredited course designed to cover a range of SMSCV focus points (Spiritual, Moral, Social, Cultural Vocational) to support their development as young adults in a Catholic Sixth Form.

### Choosing the Right Courses

During the Spring Term you will have the opportunity to discuss your course selections with a member of the Sixth Form Team. We advise all applicants to familiarise yourself with the courses available and prepare any questions that you might have. Students are also encouraged to think about their future choices and career plans when making their course selections. In Year 12, the majority of students are expected to study three Level 3 courses.

With a broad range of qualifications and subjects to select from, you may wish to consider the following factors when making your choices:

**What plans do you have for a university education? Have you any alternative plans?**

**Which subjects will support your long-term career plans?**

**Which subjects do you already enjoy and consistently achieve in?**

**What subjects or topics are you naturally curious about?**

**What is your preferred learning style?**

**How do you prefer to be assessed?**

**Through coursework? Through examination? Through performance?**

If you are interested in studying a specific subject at university we advise you to investigate the entry requirements on the UCAS website ([www.ucas.com](http://www.ucas.com)).

The 'Course Search' tool will give you all the information required for degree courses.

# Art and Design – A level

## Examination Board: AQA

### Course Summary

A-level Art and Design aims to further your interest and enthusiasm for Art! It will equip you with a set of transferable skills both for life and for a wide range of vocational areas. This creative course encourages you to develop your skills as a practising artist. You will be introduced to a variety of projects with the intention to build on your artistic skills and develop your use of materials.

### Course units:

#### COMPONENT 1

Personal investigation

#### COMPONENT 2

Externally set assignment

### Course breakdown

The emphasis throughout the course is developing a personal and individual style whilst experimenting with techniques and materials in both 2D and 3D to a greater depth and maturity. The course allows exploration of a variety of techniques including Painting, Drawing, Print, ICT, Textiles, Sculpture and Ceramics. You will be encouraged to become an independent thinker, developing personal responses to a range of topics, themes, ideas, observations, experiences, environments and cultures.

Students may specialise in Fine Art or Textiles.

### How the course is assessed:

#### COMPONENT 1 Personal investigation

- 60% of final A level grade.
- An in-depth extended, exploratory project/portfolio based on a theme or subject matter that is personal and meaningful to the learner.
- The project must integrate critical, practical and theoretical work.
- Must include a 1500 – 3000 word piece of extended writing
- Both elements will be assessed as a whole

#### COMPONENT 2 Externally set assignment

- 40% of final A level grade.
- Portfolio of preparatory work completed from February to May in Year 13
- One or more final pieces completed in a 15 hour examination session

All work is marked internally by the centre and moderated by AQA during a visit to the centre.

### Future Career pathways:

Diverse and varied careers such as architecture, advertising, fashion and textile industry, theatre – set and costume design, graphic design, web page design, media, photography, industrial product design, jewellery, interior design, teaching, therapy, medicine.

### Opportunities beyond the classroom

Visits to local museums, art galleries and universities i.e. Warwick University to speak to practicing artists about their careers.

Sixth Form students mentoring KS3 and KS4 students.

Participating in competitions such as the Rotary Club

Find out more:

[www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design](http://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design)  
[www.studentartguide.com/](http://www.studentartguide.com/)

# Applied Business – Level 3

## Examination Board: AQA

### Course Summary

This substantial vocational qualification provides a broader and deeper understanding of business knowledge and skills to support progress to higher education and is suitable for learning alongside other Level 3 qualifications, i.e. A-levels and/or other Level 3 vocational qualifications (such as accounting, sociology, psychology, languages, leisure and tourism, health and social care, retail etc). This qualification can also prepare people to take up employment in business and entrepreneurship, either directly after achieving the qualification or via higher education at university or college. Studying this qualification will enable learners to develop the fundamental knowledge and skills recognised as most important by higher education and employers. The qualification also offers learners an opportunity to develop transferable skills, such as teamwork, research and communication, as part of their applied learning.

### Course breakdown

All of the units in this qualification are mandatory. We have worked with stakeholders in the design of this qualification to ensure that it covers the fundamental business and entrepreneurial knowledge and skills associated with work within a business enterprise. Students will undertake a programme of assessment designed to assess not only their knowledge and understanding of business, but also the way in which this knowledge and understanding can be applied to shape their practical skill in thinking and realising their own plans about business.

In the qualification, students will cover topics such as:

- the role of finance in planning an enterprise, analysing and making financial decisions
- how business organisations use the human, physical and financial resources at their disposal to achieve their dynamic goals
- the nature of enterprising behaviour and how this can be personally utilised to best exploit entrepreneurial opportunities within specific market conditions.

Each unit is based on four key business themes: people, markets, finance and operational delivery, which ensure that the qualification has a synoptic approach to learning. Each of the qualification's units address aspects of these key themes to ensure that learning content is coherent and joined up. Unit 3 Entrepreneurial opportunities is the qualification's synoptic assessment unit. Here, through an understanding of their own entrepreneurial personality and the development of their own business idea, the learner is required to apply the business knowledge and skills acquired in Units 1 and 2.

### How the course is assessed:

This qualification is 360 guided learning hours and consists of three mandatory units.

Unit Title	Assessment type
<b>MANDATORY</b>	
1 Finance planning and analysis	External examination
2 Business dynamics	Internally centre assessed
3 Entrepreneurial opportunities (synoptic assessment unit)	External assignment
4 Managing and leading people	External Examination
5 Developing a business proposal	Internally centre assessed
<b>OPTIONAL</b>	
6 e-Business implementation	Internally centre assessed
7 Managing an event	Internally centre assessed
8 Marketing communications	Internally centre assessed

### Future Career pathways:

This qualification supports entry to a range of business and enterprise associated higher education courses, such as management, finance, entrepreneurship, economics etc when taken alongside other qualifications and is confirmed by the specific support of a number of universities.

Jobs directly related to your A-level include:

Actuarial analyst, Business adviser, Business analyst, Business development manager, Chartered management accountant, Corporate investment banker, Data Analyst

Opportunities beyond the classroom – Visits to local industries and universities. To lead and support enterprise opportunities within college.

# Biology – A level

## Examination Board: AQA

### Course Summary

The work of biologists is vital to us all. Choose Biology and you could find yourself advancing knowledge, pioneering new discoveries and tackling some of the challenges facing the world we live in.

### Course units:

Unit 01: Biological molecules

Unit 02: Cells

Unit 03: Organisms exchange substances with their environment

Unit 04: Genetic information, variation and relationships between organisms

Unit 05: Energy transfers in and between organisms

Unit 06: Organisms respond to changes in their internal and external environments

Unit 07: Genetics, populations, evolution and ecosystems

Unit 08: the control of gene expression.

### Course Breakdown

Biology is the study of the natural world and will take you on a journey through life from the macroscopic environments that drive the biodiversity we see on Earth, through to the microscopic world of the cell and the molecular interactions that drive it.

Studying Biology at A Level will engage you with the complexities of Biological concepts and enable you to link this to concepts learnt in Chemistry and Physics too.

Whilst there is a lot of theory to learn, there will also be a great deal of analysis of experimental data as you will be trained in the skills needed to be a real scientist.

Strong mathematics and reasoning skills are therefore essential. As well as A Level Chemistry, Biology is also well supported by Mathematics and, or, Physics.

### How the course is assessed:

Assessment is 100% examination-based, with twelve standard experiments being assessed and awarded independently which must be passed in order for the A Level to be awarded.

Paper 1 has 91 marks lasting 2 hours - 35% of The A level

Paper 2 has 91 marks lasting 2 hours - 35% of The A level

Paper 3 has 78 marks lasting 2 hours (includes an essay question) 30% of The A level.

As well as written exams, a separate endorsement of practical skills is taken alongside the A-level.

This is assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

Students will be awarded a pass or fail at the end of the course based on the assessed practicals.

### Future Career pathways:

With a Biology A-level, you can normally study further sciences at university such as Forensic Biology, Biology, Human Biology, Ecology, Environmental Biology, Molecular Biology, Cell Biology, Biochemistry, Botany, Zoology, Parasitology, Aquatic Bioscience, Genetics, Virology, Medicine, Dentistry, Veterinary Science, Pharmacy and many more.

The higher your grade, the more options are open to you. Universities also often recommend that – if you want to study a science at degree level – you may need to take a further science such as Chemistry or Mathematics at A-level.

The list of career opportunities is varied and endless, including teaching and research, biological science and technology, medical and health services, genetic counselling, health education, biochemistry, environmental health, pharmaceutical/medical product sales, marine biology and roles such as laboratory technician or energy plant operative.

### Opportunities beyond the classroom

Students have participated in a mock autopsy conducted by final year medical students, having the opportunity to dissect and handle organs from a mock cadaver.

### Find out more:

[www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402/introduction](http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402/introduction)

# Chemistry – A Level

## Examination Board: AQA

### Course Summary

You are the substance of which stars are made. Just breathe in and out, and you are performing a chemical reaction! Pick up a soft drink and you'll find Chemistry everywhere – from the can you are holding to the paint used to cover it and the liquid inside. Chemistry is the study of all things, and how to change from one into another. Your food, body, mobile phone, the air you breathe, are all made of chemicals. If you like thinking logically - and thinking hard – then Chemistry is for you. If you want to see with new eyes all that is before you, in your food, cosmetics, product labels and in the atmosphere, and want to know how the world works, you are a natural chemist. The Chemistry Department will take your natural curiosity, develop your analytical and critical thinking skills, so with new understanding, you can play your part in changing the world.

### Course units:

The Chemistry course is divided into 3 main units –

- 3.1 Physical Chemistry
- 3.2 Inorganic Chemistry
- 3.3 Organic Chemistry

Each unit is further divided into sub-units, which explores the subject area in greater detail.

### Course breakdown

Chemists conduct experiments to study how elements work in different conditions, test how they mix, and work out what they are made of, right down to the tiniest particle!

The results can be colourful, explosive, or even impossible to see. Chemists use these experiments and knowledge to develop medicines, foods, fabrics and other materials – from neon lights to shatterproof glass.

Chemistry is known as the “central science” because it connects the physical sciences like Physics and Math with the biological sciences like Biology and Environmental Science.

Chemistry helps you to develop research, problem solving and analytical skills. It helps you challenge ideas and promotes logical thinking. It often requires team-work and communication skills too!

### How the course is assessed:

Assessment is 100% examination-based. There are 12 required practical experiments (which are teacher assessed) which must be completed and passed in order for the A Level to be awarded.

Overall, at least 20% of the marks in the assessments will require the use of Higher Tier GCSE Mathematical skills, applied in a Chemistry context.

Paper 1 (Physical Chemistry, Inorganic Chemistry and Practical skills) – 105 marks of short and long answer questions - 2 hours - 35% of the A level.

Paper 2 (Physical Chemistry, Organic Chemistry and Practical skills) – 105 marks of short and long answer questions - 2 hours - 35% of the A level.

Paper 3 (Any content and Practical skills) – 60 marks of short and long answer questions, 30 marks of multiple choice - 2 hours - 30% of the A level

### Future Career pathways:

Chemistry will help you in most STEM (Science, Technology, Engineering and Math) careers and more besides. It is an important subject for careers in medicine, environmental science, engineering, pharmacology, space exploration, perfume and cosmetics development, teaching, software development, toxicology – the sky is the limit!

### Opportunities beyond the classroom

Cross-curricular links are a vital part of the Chemistry experience. Additional work is done with the RE Department (in the study of Ethics) and the Art department to enhance the knowledge and skills gained.

Additionally, speakers are often invited to share their knowledge and experience in using Chemistry in their professions.

# English Literature – A Level

## Examination Board: AQA Option A

### Course Summary

A course designed for all students passionate about the English Language.

You will have the opportunity to explore a range of texts from different time periods and a range of authors, poets and playwrights. English Literature is an attractive A Level to all universities, students achieving well in this subject are good communicators, can articulate effectively and are able to analyse, debate and explore perspectives!

You will have the opportunity to re-discover Shakespeare and a vast array of poets across time.

We also opt to consider the importance of literature in society and relationships.

Studying modern texts, you will be able to debate how the issues of the modern world are presented on the page from sexuality and femininity to war, conflict and politics!

### Course units:

Love through the Ages

Texts in Shared Contexts: Modern Times: Literature from 1945 to the present day

### Course breakdown

Love through the ages, explores relationships presented in Shakespeare's 'Othello,' comparing the presentation of love in two unseen poems and finally, comparing love across previously studied prose, currently 'Great Gatsby' and poetry from a set anthology.

Texts in modern context gives you the opportunity to study the whole collection from a poet, currently Carol Ann Duffy's 'Feminine Gospels'.

The second section of this exam offers an extract of unseen prose to explore and then a comparison of two modern text previously studied in class, currently Williams' 'A Streetcar Named Desire' and Stockett's 'The Help.'

During your two year course you will be asked to complete an independent study up to 2,500 words comparing two texts, one of which must be from the 19th century, currently Dickens' 'Great Expectations'

Here you have the scope to choose you own comparative text and title, this means you can explore any topics of interest to you, identity, power, sexuality, mental health- any topic and text that you are passionate about!

We explore texts critically at A Level, psychologists, historians and philosophers will be able to apply their knowledge of society across time and the human mind to consider how and why our character's act and behave the way they do- making A Level English Literature a great combination with these other subjects.

### How the course is assessed:

Exam 1: Love through the Ages 40% 75 marks 3 hours

Exam 2: Texts in Shared Contexts: Modern Times: Literature from 1945 to the present day 40% 75 marks 2 hours 15 mins

NEA: Non-Examined Assessment 2,500 word comparative independent study 20%

### Future Career pathways:

As a facilitating subject for the Russel Group, English Literature is an area of academic study that lends itself to a range of Higher Education courses as well as future careers. Students of English literature go on to study a wide range of subjects including performing arts, journalism, creative writing, law, marketing and advertising, psychology, sociology and media studies. Future careers include publishing, teaching, journalism, law, marketing, PR, the arts and social media.

### Opportunities beyond the classroom

Although there are no set visits or speakers, we try to take advantage of theatre visits, University Visits and external speakers that are relevant to the course.

# Film Studies – A Level

## Examination Board: EDUQAS

### Course Summary

A course designed for all students with a love of film. You will have the opportunity to explore a range of films from different time periods and a range of directors, genres, countries and times. Film Studies is an attractive A Level to all universities, students achieving well in this subject are good communicators, can articulate effectively and are able to analyse, debate and explore perspectives as well as some provocative issues.

You will have the opportunity to discover ground breaking directors alongside a vast range of genres in films that span from the 1920s the present day. We also consider the importance of Film in reflecting changes in society. Studying modern films, you will be able to debate how the issues of the modern world are presented on the screen from poverty, fascism and gender politics.

### Course units:

Hollywood 1930-1990 Comparative film Study

American Film since 2005 Two film study

British Film Since 1995 Two film study

Global Film Two film study

Documentary Film

Film Movements: Silent Cinema

Film Movements: Experimental Film.

Coursework Unit: Practical Production. A screenplay with visual storyboard of original images for a brand-new short film and an accompanying evaluative essay that explains the creative process.

### Course breakdown

In the Hollywood 1930-1990 unit we focus on exploring the Golden Age of Hollywood, its classic leading men and women as well as some of the most notable directors of the time such as Hitchcock. We then compare this time and its conventions to that of the more experimental Hollywood period after 1960 when the influence of European films became more significant.

The American Film post 2005 takes a look at more contemporary American cinema both blockbusters and Independent film with a focus on the way the spectator is positioned in relation to the film they watch.

British Film takes a look at some of the most politically charged British films made in the last 30 years.

The Global film unit explores two of the most important and influential foreign films of the last 20 years and dissects the directorial techniques employed by filmmakers as they explore some powerful issues.

Documentary film examines the Amy Winehouse documentary and the ways in which documentary theory

can be applied to this film to enhance our understanding of the filmmaking process.

In the Silent Cinema unit, we explore the work of Buster Keaton as well as the many influences that played a significant role in shaping his style.

The Experimental film we analyse is Pulp Fiction. We look at Tarantino as a director, how experimental a filmmaker he really was as well as his influence on the cinema that followed. Here you have the scope to create your own short film text this means you can explore personal areas of interest to you. Your work will be a reflection of, not just the films we have studied on the course, but your own most influential films.

We explore films critically at A Level. This undoubtedly equips the film student with a critical eye, makes them a more astute and active spectator with a more critical relationship with the films they consume. The analytical skills historians and philosophers will be able to apply their knowledge of society across time and the human mind to consider how and why our character's act and behave the way they do- making A Level English Literature a great combination with these other subjects.

### How the course is assessed:

Exam 1: Varieties of Film and Filmmaking. 2 hours 30 minutes 35%

Exam 2: Global Filmmaking Perspectives. 2 hours 30 minutes 35%

NEA: Non-Exam Assessment: A short film or digital storyboard accompanied by an evaluative essay of 1600-1800 words. 30%

### Future Career pathways:

A Level Film Studies is a universal subject that lends itself to a range of Higher Education courses as well as future careers. Students of Film go on to study a wide range of subjects including performing arts, journalism, creative writing, law, marketing and advertising, psychology, sociology and media studies. Future careers include a huge range of jobs in the thriving British Film and television industry from Director and screen writer through to editing. Camera work, showrunner and all manner of technical industry positions. Outside of the industry the rigour of this course means career paths such as publishing, teaching, journalism, law, marketing, PR, the arts and social media are also viable options.

### Opportunities beyond the classroom

Although there are no set visits or speakers, we have established links with some industry professionals

# Geography – A Level

## Examination Board: AQA

### Course Summary

Geography is a well-respected subject – it is interesting, varied and relevant to the world today, as well as equipping you with a full range of skills to employment. You will study a variety of topics and relevant affairs occurring internationally. The new course has been developed in consultation with teachers, employers and Higher Education to provide a qualification that's relevant to them and meets their needs.

Geography remains one of the key subjects that the country's leading universities (the Russell Group) want students to have as it is considered as a subject that stretches and challenges students. This specification is well-designed and structured, being based on physical and human geography and one piece of coursework.

Students will engage in exciting fieldwork opportunities to collect data and experience geography in the field.

### Course units:

Over the two years you will study: -

Physical Geography – Section A: Water and carbon cycles; Section B: Coastal systems and landscapes; Section C: either Hazards

Human Geography - Section A: Global systems and global governance; Section B: Changing places; Section C: either Contemporary urban environments

Research project using fieldwork based on one of the study units

### Course breakdown

The Geography specification is designed to excite your geographical mind, challenge perceptions and stimulate your investigative and analytical skills. The units reflect the world we live in today.

In Physical Geography the study of water and carbon cycles invites you to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations. Coastal systems fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. By exploring the origin and nature of hazards and the various ways in which people respond to them, you will be able to engage with many dimensions of the relationships between people and the environments they occupy.

In Human Geography the study of global systems and governance you will contemplate many complex dimensions of contemporary world affairs and your own place in and perspective on them. In changing places studies focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives.

### How the course is assessed:

Unit 1: Physical Geography – One exam at the end of the two years of 2 hours 30 minutes – 40% of A-Level

Unit 2: Human Geography – One exam at the end of the two years of 2 hours 30 minutes – 40% of A-Level

Unit 3: Research project using fieldwork – Internally assessed and externally moderated – 20% of A-Level

### Future Career pathways:

Studying Geography enables students to develop a range of skills employers want to see, including numeracy, literacy, teamwork through regular field trips, analytical skills, an ability to utilise a wide range of specialist computing applications and be able to think independently in order to problem solve.

Also, the subject area in itself cultivates a world view and a certain cultural sensitivity. These all potentially help a geographer to stand out in the job market. As well as progressing onto a Geography based degree, common jobs chosen after studying Geography at A level include: education; professional and social services; environmental management; information services; business and finance; scientific services; management and administration; leisure, travel and tourism.

### Opportunities beyond the classroom

Residential Fieldwork – one week in Yorkshire Dales National Park

Various day trips including; Coastal sand dunes in Mid Wales, Hydrology of a slope in Himley Country Park, Urban resurgence in Birmingham City centre.

# History – A Level

## Examination Board: Edexcel

### Course Summary

Studying A-Level History enables students to use their passion for the subject in a variety of ways including the importance of debate. The understanding and learning of History never stops. Learning History not only enhances your chances at university and in the job market but also broadens minds and evaluate issues not only at home but globally. It is also recognised as a facilitating subject by the Russell Group. Learning A-level History also encompasses the core values of Bishop Milner and enables students to spiritually and morally reflect on the events that have shaped the world that we live in today.

### Course units:

Unit 1: Germany and West Germany: 1918-1989

Students will learn about interesting and troubled history of Germany during the 20th century. Learning starts from after the First World War and the debate of the problems and successes of the Weimar Republic. Learning continues to the Rise of Hitler and the Nazi Party with focus on the propaganda and fear that Hitler enabled to practise in Germany. Students will debate on the start of the Second World War through criticising historian's interpretations. Finally, students will learn about Germany's history after the Second World War and the partitioning of Germany. Students will be able to learn about life in West Germany and how the country was able to survive whilst being the hotbed of USA and USSR tensions.

Unit 2: The Rise and Fall Fascism in Italy c.1911-1946

Students will learn about the fascinating history of Italy during the early 20th century. You will have the opportunity of focusing on liberal Italy from 1911 to the rise of Mussolini and the consolidation of his fascist dictatorship. Through this, students will be able to debate the successfulness of the totalitarian state through various factors including the economic, political and cultural. You will have the opportunity to broaden their source skills by evaluating the usefulness of sources to understand the fascinating period of Italian history.

Unit 3: Rebellion and disorder under the Tudors: 1485-1603

During Year 13, students will have the opportunity to study the various rebellions that nearly shifted the balance of British History. Students will focus on the causes of Pilgrimage of Grace, which caused various issues for Henry VIII both politically and religiously. Also, students will focus on the religious tensions of the Religious Settlement during the Elizabethan era which specific focus on the Northern Earls. Students will evaluate the successfulness of both these rebellions and explain the causes of these rebellions.

### Course breakdown

History is not only the study of the past and events but also of people, culture and society.

A- Level History allows you to evaluate sources and different interpretations and enables you to critique historian's arguments and create arguments of your own.

Whilst there is content to learn, you will be able to analyse different events and manage your own interpretations through social economic and political factors.

### How the course is assessed:

Assessment is 80% exam based with 20% coursework.

Paper 1: 2 hours 15 minutes – 30% of final grade

Paper 2: 1 hour 30 minutes – 20% of final grade

Paper 3: 2 hours 15 minutes – 30% of final grade

Coursework: Causes of the Pilgrimage of Grace – 20% of final grade.

### Future Career pathways:

Studying History broadens your opportunities at university level and one of the first subject's universities do observe is if the candidate has undertaken History as it encompasses many skills needed to undertake any degree.

The opportunities in the job market are endless not only can you do historic based careers you can use you're a-level to partake in law, politics and other evaluation-based jobs.

### Opportunities beyond the classroom

Opportunity to visit Berlin with specific focus on the Germany unit. Places that will be visited will be the Brandenburg Gate, the Berlin Wall, Checkpoint Charlie and the Berlin TV tower.

Opportunities to visit various universities that offer workshops on the art of writing essays. This is a unique opportunity to understand how to enhance skills further and be successful in A-Level History.

# Applied Law – Level 3 BTEC Extended Certificate

**Examination Board: Pearson**

## **Course Summary**

This qualification is for post-16 students who want to continue their education through applied learning and to progress to higher education and ultimately to employment, possibly in the legal sector. It aims to give a coherent introduction to study of the legal sector. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. It provides the basis of an excellent route for learners to pursue a career in the legal sector. This can be through higher education (degrees in business and law) or through an Advanced Apprenticeship in Legal Services.

## **Course units:**

### **Unit 1 – Dispute Solving in Civil Law**

We all need to be aware of how civil disputes are settled and where to seek advice when things go wrong. This unit uses the law of negligence and the way in which claims, such as damage or losses resulting from a car crash or causing injury to another person, are dealt with in English law. In this unit, you will learn about the courts that deal with civil law disputes, in addition to alternative methods of resolution. The basic principles of the law of negligence are considered and applied, together with sources of advice, funding, resolution and remedies. You will develop legal skills in research and will use these research skills to investigate the way in which the law is developed and applied through precedent. You will learn how to reference legal sources and how to communicate professionally with colleagues and clients. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

### **Unit 2 – Investigating Aspects of Criminal Law and the Legal System**

Everyone has to live and operate within the law; punishments can be imposed for breach of the law. This unit will enable you to understand how laws are made and used, particularly criminal laws, and where advice on those laws can be obtained. In this unit, you will develop the skills to investigate and research how different laws are made both inside and outside Parliament and then interpreted in courts. You will use these research skills to investigate the way in which the law is developed and applied. You will investigate who decides the outcome of criminal cases and where advice and representation can be obtained and how it can be paid for. You will apply and present this information professionally to clients with the aid of non-fatal offence case studies.

### Unit 3 – Applying the Law

Crime has an enormous impact on society and particularly on those directly involved in a case. In this unit, you will be encouraged to consider the impact and consequences of crime. You will examine homicide offences, including murder, voluntary manslaughter and involuntary manslaughter. You will examine crimes against property such as theft, robbery and burglary. You will also examine the law relating to arrest, detention and searching people and property.

Criminal law applies to everyone and it is important that you keep up to date with changes in the law. In this unit, you will examine case law relating to real-life crimes. You will need to be aware of specific Acts of Parliament that relate to criminal offences and police procedures. You will develop problem-solving skills and legal research skills. You will use these research skills to investigate the way in which the law is developed and applied. You will have the opportunity to apply the relevant law to a scenario involving a crime. You will develop your decision-making and communication skills, as you may have to decide how to advise clients or how the police should respond to a particular situation. You will also develop analytical and critical-thinking skills. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

### Unit 4 – Aspects of Family Law

Family Law is an area of law that deals with some of the most important and sensitive aspects of our lives, with the courts mainly getting involved only when there are disputes that need to be resolved. This unit will give you an understanding of the laws governing parenthood and parental responsibility and will examine how the courts resolve disputes regarding children.

There are various legal regulations governing our family lives and the forming of adult relationships. This unit will enable you to understand the distinction between marriage and cohabitation and their legal consequences. You will examine the key requirements for the formation of a valid marriage and civil partnership and how these relationships may become either void or voidable. You will investigate how individuals may terminate their adult relationships and the financial consequences of a relationship breakdown.

This unit will enable you to understand and evaluate key aspects of family law, giving a good foundation for higher level study in law and professional careers in the field.

### Course breakdown

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. It includes the opportunity to develop the research, communication, presentation, decision-making and critical-thinking skills valued by higher education. In addition, employers have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for students planning to enter employment directly in the legal sector.

#### How the course is assessed:

Compulsory units:

Unit 1 – 1.5-hour exam sat in the summer of Y12.

Students are provided with the scenario prior to the exam and are then given 6 hours of preparation time. Students are allowed to take 2 sides of A4 notes in to the exam with them.

Unit 2 – coursework

Unit 3 – 2 hour exam sat in the January of Y13. Students are provided with the scenario prior to the exam and are then given 6 hours of preparation time. Students are allowed to take 2 sides of A4 notes into the exam with them.

Optional Unit:

Unit 5 - coursework

#### Future Career pathways:

After pursuing a vocational qualification career pathways include:

Pursuing a law degree, barrister, detective, paralegal, solicitor or forensic computer analyst.

#### Opportunities beyond the classroom

Visits to court, visits to universities, opportunity to be involved in the Bar Mock Trial competition.

# ICT – Level 3 BTEC Extended Certificate

## Examination Board: Pearson

### Course Summary

This qualification is designed for students who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

This qualification has been developed with employers, representatives from higher education and professional bodies to create a qualification that provides the skills, knowledge and understanding valued both in the work place and universities.

The course is a mix of coursework, exam and assessed tasks.

### Course units:

#### Unit 1 – Information Technology Systems

In this externally assessed unit, you will explore how computer hardware, digital devices, and relevant software combine to form small- and large-scale systems. You should focus on developing an understanding of how Information Technology systems (IT systems) can be used in vocational contexts to solve problems and/or meet the needs of organisations and users. You will need to be able to analyse the impact of IT systems, evaluate the effectiveness of systems in a range of contexts and, where appropriate, suggest and plan improvements to current solutions.

#### Unit 2 – Creating Systems to Manage Information

In order to produce information to support many business processes as well as our social lives, relational databases are widely used to manage and process data. From the smallest in-house systems to stock control systems for large online retailers, databases are repositories of information that are a significant part of organisational operating requirements. You will examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. You will examine a given scenario and develop an effective design solution to produce a database system. You will then test your solution to ensure that it works correctly. Finally, you will evaluate each stage of the development process and the effectiveness of your database solution.

#### Unit 3 – Using Social Media in Business

Social media websites are a popular way for people to communicate and share information with friends and family. People spend a lot of time on social media websites and they give businesses opportunities to interact with people, for example to promote their business, to encourage people to visit their e-commerce site and buy, to provide customer service. You may be familiar with social media for personal use and in this unit you will

discover how it can be used in a business context. You will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. You will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. You will then implement the plan, developing and posting content and interacting with others. Finally, you will collect data on the business use of social media and review the effectiveness of your efforts.

#### Unit 5 – Data modelling

This internally assessed unit has been designed to give you opportunities to explore the role that data modelling plays in the decision-making processes of businesses and organisations. You will need to use analytical thinking to analyse the various factors that affect a given scenario in order to develop a data modelling solution that will allow a client to consider a range of possibilities and make an informed decision.

### Course breakdown

The objective of this qualification is to give students the opportunity to develop their knowledge and skills in IT systems, systems management and social media in business.

Students will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.

### How the course is assessed:

Unit 1 – 2 hour exam sat in the summer of Y12

Unit 2 – 10 hour controlled assessed task sat in the January of Y13

Unit 3 – coursework

Unit 5 – coursework

### Future Career pathways:

This qualification supports progression into further/higher education, training or employment into specialist pathways in IT Infrastructure Technician, Emerging Digital Technology Practitioner, Application Developer, and Data Analyst.

### Opportunities beyond the classroom

Visits to universities offering IT/Computing

# Mathematics – A Level

## Examination Board: AQA

### Course Summary

Mathematics is fundamental in everything we do in life. Whether it is how a skier accelerates down a ski slope or predicting how a new disease will spread through a population, Mathematics is everywhere!

Choose Maths and you will have the opportunity to get stuck into some challenge problems which show exactly how our world works.

### Course units:

#### Year 1:

Unit 1 Algebra

Unit 2 Polynomials and the binomial theorem

Unit 3 Trigonometry

Unit 4 Differentiation

Unit 5 Exponentials and logarithms

Unit 6 Vectors

Unit 7 Units and kinematics

Unit 8 Forces and Newton's laws

Unit 9 Collecting, representing and interpreting data

Unit 10 Probability and discrete random variables

Unit 11 Hypothesis testing 1

#### Year 2:

Unit 12 Algebra

Unit 13 Sequences

Unit 14 Trigonometric identities

Unit 15 Differentiation

Unit 16 Integration and differential equations

Unit 17 Numerical methods

Unit 18 Motion in two dimensions

Unit 19 Forces 2

Unit 20 Probability and continuous random variables

Unit 21 Hypothesis testing 2

### Course Breakdown

Pure Maths will explore methods and techniques which underpin the study of all other areas of mathematics, such as, proof, algebra, trigonometry, calculus, and vectors. Many of these techniques and methods will then be used to explore the mechanics and statistics modules. In the statistics module you will look at statistical sampling, data presentation and probability leading to the study of statistical distributions. You will study how data can be used to prove or disprove a hypothesis and how this can be applied to real life such as trialling new ground-breaking medicinal advances. In mechanics you will look at the study of the physical world, modelling the motion of objects and the forces acting on them.

### How the course is assessed:

3 x 2 hour Examinations at the end of the course. (Paper 1 Core, Paper 2 Core and Paper 3 Mechanics and Statistics)

### Future Career pathways:

Access to a wide range of career and higher education opportunities.

Possible further career paths include those in science and technology, computing, engineering, medicine, business and management, finance and accountancy, economics, architecture, law, the sciences, research and teaching.

### Opportunities beyond the classroom

All students will have the opportunity to participate in the Senior Maths Challenge.

Students will also be invited to participate in peer mentoring with students in Years 7, 8 and 11.

We will also be investigating trips linked to university taster days linked to Maths at degree level.

### Find out more:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.alevelmathsrevision.com](http://www.alevelmathsrevision.com)

# Photography – A Level

## Examination Board: EDUQAS

### Course Summary

Photography is an exciting medium that can be used in many different ways.

The creative potential stimulated in this course will enable you to apply creative, analytical and critical thinking and problem solving, in order to visually communicate ideas through photography.

You will be able to construct your photographic images so that they contain high visual appeal and visual communication.

A-Level Photography will teach you to look at the world in a creative way.

This awareness can also be employed to any other course that you do.

### Course units:

**COMPONENT 1** Personal investigation

**COMPONENT 2** Externally set assignment

### Course breakdown

Students will develop critical analyses of artists' work helping to develop their own ideas through reaction, practical application and written reflections.

Throughout the course, students will learn about a variety of photographic media, techniques and processes including hands-on experimentation with digital photography, lighting in our studio and use computers for Photoshop and digital media.

You will be encouraged to become an independent thinker, developing personal responses to a range of topics, themes, ideas, observations, experiences, environments and cultures.

### How the course is assessed:

**COMPONENT 1** Personal investigation

60% of final A level grade.

An in-depth extended, exploratory project/portfolio based on a theme or subject matter that is personal and meaningful to the learner.

The project must integrate critical, practical and theoretical work.

Must include a 1500 – 3000 word piece of extended writing

Both elements will be assessed as a whole

**COMPONENT 2** Externally set assignment

40% of final A level grade.

Portfolio of preparatory work completed from February to May in Year 13

One or more final pieces completed in a 15 hour examination session

All work is marked internally by the centre and moderated by EDUQAS during a visit to the centre.

### Future Career pathways:

Careers in Photography are as varied as the medium is evident in the world. They include: Art careers, Advertising, Commercial work, Editorial, Fashion, Film, Food, Forensic, Industrial, Architectural, Ariel, Portraiture and Wedding photography, Sports and Travel etc.

### Opportunities beyond the classroom

Visits to local museums and art galleries

Photography shoots in the local environment in Himley, and the Birmingham Canals.

Documenting whole school events for the school website i.e. Liturgical Celebrations and outside speakers.

### Find out more:

[www.eduqas.co.uk/qualifications/art-and-design/as-a-level/](http://www.eduqas.co.uk/qualifications/art-and-design/as-a-level/)

[www.studentartguide.com/](http://www.studentartguide.com/)

# Physical Education – Level 3 BTEC Extended Certificate in Sport

## Examination Board: Pearson

### Course Summary

The Extended Certificate is an academic, practical and vocational course. Students will learn by completing projects and assignments that are based on realistic workplace situations and activities in addition to a number of externally set tasks and exams. This qualification is suitable for students who would like to study other A-level courses.

### Course units:

#### Mandatory units:

Unit 1 – Anatomy and physiology

Unit 2 – Fitness Training and Programming for Health, Sport and Well Being

Unit 3 – Professional Development in the Sports Industry

#### Other optional units will be selected from the following:

Unit 4 – Sports Leadership

Unit 5 – Application of Fitness Testing

Unit 6 – Sports Psychology

Unit 7 – Practical Sports Performance

### Course breakdown

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector.

### How the course is assessed:

The course is made up of four units which cover the broad range of the sports industry. Two of the units are assessed internally through the production of a portfolio of evidence. This evidence is generated through written assignments, presentations or practical demonstrations. Two of the units are assessed externally through an exam and set tasks.

### Future Career pathways:

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines (depending on the subjects taken alongside).

For learners who wish to study an aspect of sport in higher education, opportunities include:

BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths

BSC (Hons) in Sport Psychology, if taken alongside a BTEC National Extended Certificate in Applied Science and A Level in Psychology

BA (Hons) in Sports Education and Special and Inclusive Education, if taken alongside an A Level in English Language and a BTEC National Extended Certificate in Performing Arts

BA (Hons) in Sport and Exercise Science, if taken alongside a BTEC National Diploma in Applied Science.

### Opportunities beyond the classroom

Students will get lots of opportunities to delve into the world of sport beyond sixth form life.

For example, students will get to visit different universities such as Wolverhampton, Birmingham and Newman to experience taster sessions in the world of sport.

In addition, educational visits to Wembley stadium and local football clubs to experience different employment opportunities in the sporting sector.

# Physics – A Level

## Examination Board: AQA

### Course Summary

Physics has one of the highest currency values of any A-level. It commands universal respect among universities and employers. As you progress through the course, you will build on your knowledge of the laws of physics, applying your understanding to areas ranging from sub-atomic particles to the entire universe. You will quickly acquire the skills to think independently and creatively in a challenging scientific environment.

### Course units:

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Fields and their consequences
- Nuclear physics
- Astrophysics
- Medical physics
- Engineering physics
- Turning points in physics
- Electronics

### Course breakdown

A-level courses allow for a choice of starting points. You can choose a familiar starting point for students, such as mechanics, or begin with fresh topics to create interest and a new dimension to their knowledge, such as particle physics. We've provided five optional topics as part of the full A-level course so students can focus on their areas of interest:

- Astrophysics
- Medical physics
- Turning points in physics
- Engineering physics
- Electronics

### How the course is assessed:

Learners be assessed by external examination at the end of Year 2. The practical skills in this module are assessed within written examinations.

Paper 1 written 2 hour exam – 60 marks short and long answer and 25 multiple choice.

Y12 modules and Periodic Motion from Y13

Paper 2 written 2 hour exam – 60 marks short and long answer and 25 multiple choice.

Y13 Thermal Physics and assumed knowledge from Y12

Paper 3 written 2 hours – 45 marks short and long answer plus 35 marks optional unit

As well as written exams, a separate endorsement of practical skills is taken alongside the A-level.

This is assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

Students will be awarded a pass or fail at the end of the course based on the assessed practicals.

### Future Career pathways:

This qualification is invaluable for entry to higher education courses in Engineering, Physical Sciences and Medical Physics, and it is highly desirable for Computing, Architecture and useful for entry into the armed forces as a pilot. Studying Physics leads to a wide variety of rewarding careers, including roles such as physical scientist, laboratory technician, researcher and electronics engineer. While learning about how the universe works, you'll gain skills that all employers value – an ability to grasp concepts quickly and a determination to search for answers, not to mention problem-solving, analytical, mathematical and practical skills. Studying Physics is therefore an excellent way of keeping your options open.

### Opportunities outside the classroom

Fieldwork, practical experiments and collaboration with other sixth forms as part of the Physics partner's initiatives. University and industry visits.

# Psychology – A Level

## Examination Board: AQA

### Course Summary

Psychology is the scientific study of human behaviour and experiences, where we look to explain why people are the way they are.

The course aims to extend our everyday observations of human behaviour by attempting to explore the truth behind what is 'known' scientifically. Psychology also examines how to help treat individuals who suffer from various psychological disorders, and the different ways one can go about this.

Most of Psychology is literature based, however, there are sizable science and mathematical elements.

You do not need to have a GCSE in Psychology to study it at A-Level.

### Course breakdown

Students will be expected to:

Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues

Apply psychological knowledge and understanding in a range of contexts

Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods

Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

### How the course is assessed:

The A level course is 100% examination based through three papers.

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

### Future Career pathways:

This subject is very useful if you want to go on to study Psychology, Counselling, Youth Work, International Relations, Politics, Business, healthcare, childcare, teaching, the police force, prison settings, human resources, management roles, counselling and many more.

You can study either a BSc (Science) or a BA (Art) in Psychology, so individual university requirements need to be checked as they may vary.

A Psychology degree has been widely regarded as one of the most versatile degrees when trying to access the job market after university, since humanity and human elements are present in all parts of life

### Opportunities beyond the classroom

- Study Buddy sessions where year 13 students mentor year 12 students on a half termly basis
- Conducting research outside of lessons, for example observing younger students' conformity to older students at break time by gathering around a fake event
- A sheep brain dissection to analyse the localisation of brain function
- An opportunity to take part in degree level research; this year two University of Birmingham students interviewed Psychology students to investigate exam stress and anxiety
- A lecture delivered by Newman University on Criminology

# Philosophy and Ethics – A Level

## Examination Board: OCR

### Course Summary:

Religious Studies A Level is a dynamic and engaging course, which combines issues of religion, morality, ethics and philosophy with contemporary topics, such as gender, sexism and business.

Students enjoy the passionate debates that are a key aspect of studying this subject and the chance to share their own theories regarding ideas as far back as Ancient Greek philosophy.

### Course units

There are three components of study, which make up the Religious Studies A Level qualification:

- 1 Philosophy of Religion: examining life's big questions, such as belief in God, evil and suffering and religion and science.
- 2 Religion and Ethics: examining issues of morality and right and wrong, including applied ethical theories from scholars and how they apply to issues of euthanasia, sexual ethics and business.
- 3 Developments in Religious Thought (Christianity): examining religious issues in contemporary society, such as gender roles, secularisation, multi-faith society, psychology and Christians and morality.

### Course breakdown:

- Listening to other's points of view and developing your skills of evaluation and debate.
- Examining why people believe and practice what they do.
- Creating your own theories and defending your opinions.
- Extended writing skills.
- Studying key moral, social, philosophical and ethical issues i.e. is God a woman? Is motherhood good for women? Why are people good? Should I ever lie? Is euthanasia acceptable? Should businesses be ethical and should religion have authority in modern society?
- Reading first-hand texts and theories of scholars covering thousands of years of history and human development!

It is an academic, highly-regarded subject in Russell-group universities and a facilitating subject. In addition, it really compliments studies in English, Law, Sociology, Psychology, History, Science and Business. Ultimately, it is a subject that has a wide appeal; it is focussing on the very heart of what it means to be human and how and why we have developed morally, spiritually and socially.

### How the course is assessed:

It is 100% exam-assessed. The exams take place in the May/June of Year 13.

Each component is worth 33.3% of the final overall grade. There are three exams; one for each component.

Each exam is two hours and students answer three extended essay questions, worth 40 marks per essay. This results in 120 marks in total for each paper.

### Future Career pathways:

A qualification in Religious Studies reflects your ability to analyse; show reasoning skills; examine issues from different perspectives and ask life's key questions. As a result, it can lead to careers or further studies in a wide number of disciplines:

- Business management – the most common industry to go into with this qualification at degree level!
- Law
- Journalism
- Teaching/lecturing/ research
- The religious life
- The police
- Social services
- Politics
- Working for a museum/art gallery/historic building/ place of worship
- Working for local council/civil service/government
- Charity work and fundraising nationally and globally

### Opportunities beyond the classroom

Opportunities to attend external events, such as the Diocesan A Level conference held at Birmingham University or the Candlelight Conference.

Taking part in webinars with lead examiners to develop confidence in exam skills.

Future opportunity to visit Cadbury World, looking at Business Ethics.

### Find out more:

We have a wide range of materials to support your studies from academic journals to textbooks and revision guides.

# Sociology – A Level

## Examination Board: AQA

### Course Summary

Sociology is the study of how society is organised.

We look at the relationships between individuals and groups and how experiences, such as childhood poverty, racism and labelling can affect a person's life chances.

Our students find that sociology makes them look at Britain and the world today in new ways.

What students discover is how to think critically for themselves and to look at human behaviour from different perspectives

You do not need to have a GCSE in Sociology to study it at A-Level.

### Course units:

Paper 1: *Education with Theory and Methods*

Paper 2: *Topics in Sociology (Families and households and beliefs in society)*

Paper 3: *Crime deviance with Theory and Methods & Households & Beliefs in society*

### Course breakdown

Students must study the following two core themes:

Socialisation, culture and identity

Social differentiation, power and stratification.

The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.

### How the course is assessed:

The A level course is 100% examination based through three papers taken at the end of the second year of the course

### Future Career pathways:

Students can progress to degree courses such as Anthropology, Criminology, Journalism, Law, Social Policy and Sociology. They pursue careers in which an understanding of people and social groups is essential, such as the police, law, journalism, teaching, nursing, politics, social work, business, human resources, advertising and public relations.

### Opportunities beyond the classroom

A question and answer session with Ian Austin MP on politics and education

Conducting research outside of lessons, for example recruiting participants to take part in a questionnaire on GCSE attainment and culture

Lectures delivered by Newman University on Criminology and Working with Children and Young People





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