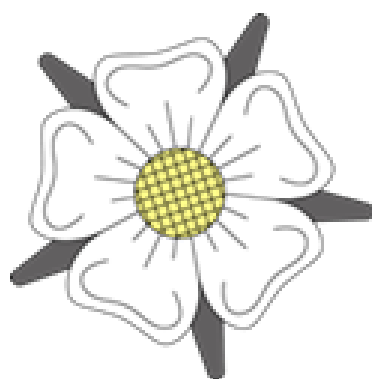




John Taylor Free School  
Post 16 Curriculum Booklet  
2026 Cohort

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## The Post 16 Curriculum Model at John Taylor Free School

*"We believe in the power of education to improve lives – and the world"*

### JTMAT Mission Statement

Our own school vision for education is that we want to enable all students to succeed and thrive. This means our students are academically successful and continue into their next phase of education or employment. It also means we create an environment where students and staff can thrive as people, as members of their community and society as a whole.

Within our Post 16 curriculum offer, we will ensure there is a broad range of subjects on offer that allow students to be fully equipped to progress onto Higher Education, apprenticeships or employment beyond the age of 18.

In Year 12 and Year 13 students will work towards 3 A-Level subjects, or equivalent Level 3 qualifications. Examinations in Post 16 subjects are linear, which means they are sat at the end of Year 13. There are some subjects with internally assessed pieces of work, traditionally known as coursework, which are explained on the subject curriculum booklet pages. Employers and universities do not stipulate more than 3 A-Levels as an entry requirement, so our Post 16 model ensures a solid foundation for the next step in education or employment. For students achieving an average of Grade 7 or above in their GCSEs, they can opt for a 4<sup>th</sup> subject, but we would advise against this.

All students in Year 12 and Year 13 will have the following on their timetables:

| Compulsory subjects        | Number of lessons per week               |
|----------------------------|------------------------------------------|
| Tutor Time                 | 5 (15-30 minutes in the morning)         |
| Enrichment                 | 2                                        |
| Subject 1                  | 6                                        |
| Subject 2                  | 6                                        |
| Subject 3                  | 6                                        |
| <b>Total Teaching Time</b> | <b>20 lessons + 5 tutor time periods</b> |

Students will be allocated 3 subjects from our curriculum offer. For the pathway process students will select their top 4 subjects in preference order. We will endeavour to allocate all students three subjects within their top 4 choices, and as much as possible guarantee students their top 2 choices. In a very small number of cases, we may need to have further discussions to ensure an appropriate pathway. Each subject will be studied for **6 x 50-minute lessons per week**.

Alongside this offer we will be running a comprehensive Enrichment offer during lunch and after school. Year 12 students will also have 2 periods every week where they can opt for a variety of additional qualifications or activities. This is a compulsory part of their timetable. It will not only enhance their CV and personal statements, but it also boosts student ability to thrive as people and beyond their time in Post 16 at JTFS. This time can also be used for university events, trips, visits and work experience. Students can choose their enrichment on a termly basis, but requests are subject to approval from the Post 16 team.

An example of our offer is:

- Public Speaking & Debate
- Volunteering in local primary schools
- DIY Skills
- Cooking on a budget
- NGA Football Academy

An example of a Post 16 student timetable at JTFS could be:

|          | Monday         | Tuesday        | Wednesday      | Thursday       | Friday         |
|----------|----------------|----------------|----------------|----------------|----------------|
|          | Personal Tutor | Personal Tutor | Personal Tutor | Personal Tutor | Personal Tutor |
| Period 1 | Subject A      |                | Subject C      | Subject B      |                |
| Period 2 |                |                |                |                | Subject B      |
| Break    |                |                |                |                |                |
| Period 3 | Subject C      | Subject A      |                | Subject A      |                |
| Period 4 |                | Subject C      | Subject B      |                | Subject C      |
| Lunch    |                |                |                |                |                |
| Period 5 | Subject B      |                | Enrichment     |                | Subject C      |
| Period 6 |                |                |                |                | Subject A      |

Students will have some free periods on their timetable, where they are not in lessons, during these sessions students are expected to complete independent study in the Post 16 Quiet Study room or can work collaboratively in the Post 16 Area. Students will be set regular Extended Learning to enhance their curriculum and wider knowledge of the subject. It is advised that for every 50-minute lesson with a member of staff, that students should complete an additional 50 minutes of personal study in that subject.

## STRIPE at Post 16

The STRIPE approach continues into Post 16 because by actively teaching these behaviours our students will:

- Be best prepared to succeed and thrive in adult life
- Be able to focus on skills development using prior and new learning
- Appreciate links between prior and new learning across subject areas and curriculum
- All be stretched and challenged regardless of ability and aptitude



## Assessment and Reports at Post 16

Bromcom is the platform we use for other day-to-day communication, on this platform you will find details of:

- **Targets** – target grades for all subjects. These will be aspirational yet achievable, and are based on GCSE results
- **Progress Reports** – data reports regarding progress are released at least 3 points over the school year
- **Homework** – all extended learning will be available to view in Bromcom
- **Attendance** – shown from the start of the academic year
- **Behaviour points** – positive and negative points

Each student and parent has a personalised login to both platforms. They are live platforms so are updated daily to ensure effective lines of communication. Bromcom can be accessed via the My Child At School app.

Students in Post 16 will sit Trial Exams straight after Easter in Year 12 and in November of Year 13, these will ensure students are fully prepared for their final external examinations and will include personalised feedback. Within the first month of enrolling in September, students will sit a Baseline Assessment in each subject they are studying. This will be based on the Summer Work they will be completing before embarking on courses and on the first couple of weeks of new content. The purpose of this assessment is to support teachers and learners to fill in required knowledge gaps early on.

# The Application Process

## Current JTFS students

### September 2025

Curriculum booklet and prospectus released

Assembly for Year 11 students to introduce them to the Post 16 process

### October 2025

Additional time dedicated to Post 16 pathways and careers in PSHCE

*Post 16 Open Evening: Thursday 16<sup>th</sup> October 4.30-6pm*

Students and parents have the opportunity to speak to subject teachers about the different courses

*University/College visit: Wednesday 22<sup>nd</sup> October*

Students have the opportunity to consider how their Post 16 choices will impact on their HE/career choices

### November 2025

*Careers Fayre: Friday 7<sup>th</sup> November (in school)*

Students receive guidance on how their Post 16 choices will impact on careers

*Trial Exams: w/c 3<sup>rd</sup> November and w/c 10<sup>th</sup> December*

### December 2025

*Deadline for Post 16 Pathways choices: Thursday 4<sup>th</sup> December*

### January 2026

*Post 16 1-1 Discussions: w/c 26<sup>th</sup> January and 2<sup>nd</sup> February*

All Year 11 students will have an interview with a member of school Leadership Team, this will be both based on Post 16 subject choices, other potential destinations and careers guidance.

### February 2026

Timetable is built to create option blocks that give majority of students their top 3 subject choices

### April/March 2026

Post 16 conditional offers released via email

### July 2026

*Post 16 Induction Morning: Wednesday 1<sup>st</sup> July*

Students who have a conditional offer will be invited into school for the morning for an induction to Post 16 at JTFS

### August 2026

*GCSE Results Day: Thursday 20<sup>th</sup> August*

Students will receive notification if they have been accepted into Post 16 at JTFS. Individual meetings will be arranged with member of school Leadership Team for those who have not met all their entry requirements on either Thursday 20<sup>th</sup> August or Friday 21<sup>st</sup> August morning to offer an alternate pathway if possible.

# The Application Process

## External students

### September 2025

Curriculum booklet and prospectus released on the school website.

Social media accounts will also be used for updates: Instagram: jtfs\_Post16 and Twitter: @jtfreeschool

### October 2025

*Post 16 Open Evening: Thursday 16<sup>th</sup> October 4.30-6pm*

Students and parents have the opportunity to speak to subject teachers about the different courses

### January 2026

*Applications closing date: 23<sup>rd</sup> January*

Applications include subject choices and student's current projected grades. A copy of the student's latest report is requested to be sent via email.

*Post 16 Discussions: w/c 27<sup>th</sup> January and w/c 2<sup>nd</sup> February*

All external applicants will have an interview with a member of school Leadership Team; students can choose whether this is face-to-face or over the phone

### March/April 2026

Post 16 conditional offers released via email

### July 2026

*Post 16 Induction Morning: Wednesday 1<sup>st</sup> July*

Students who have a conditional offer will be invited into school for the morning for an induction to Post 16 at JTFS

### August 2025

*GCSE Results Day: Thursday 20<sup>th</sup> August*

Students will receive notification if they have been accepted into Post 16 at JTFS once they have emailed a copy of their GCSE results. Individual meetings will be arranged with member of school Leadership Team for those who have not met all their entry requirements on either Thursday 20<sup>th</sup> August or Friday 21<sup>st</sup> August morning to offer an alternate pathway if possible.



## Entry Requirements

The standard entry requirement to Post 16 at JTFS is five GCSEs of grade 4 or above, including English and Maths. Each subject also specifies their individual entry requirements below.

| Subject (A-Level)                          | Entry Requirements                                                                                                                                                                           |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Art, Craft & Design (includes Photography) | GCSE Grade 5 in Art or Photography                                                                                                                                                           |
| Biology                                    | GCSE Grade 6/6 in Combined Science or Grade 6 in GCSE Biology.<br>GCSE Grade 5 in Maths                                                                                                      |
| Business                                   | 5 good GCSE results, including Grade 5 in Maths and Grade 5 in one of English/History/Geography. Grade 6 in GCSE Business if taken. Students do not need to have studied Business previously |
| Chemistry                                  | GCSE Grade 6/6 in Combined Science or Grade 6 in GCSE Chemistry. GCSE Grade 6 in Maths                                                                                                       |
| Computer Science                           | GCSE Grade 6 in Maths. GCSE Grade 6 in GCSE Computer Science if taken. Students do not need to have studied Computer Science previously                                                      |
| D&T: Product Design                        | GCSE Grade 6 in Design and Technology                                                                                                                                                        |
| Economics                                  | 5 good GCSE results, including Grade 6 in Maths and Grade 5 in one of English/History/Geography. Students do not need to have studied Economics previously                                   |
| English Language                           | GCSE Grade 5 in English Language                                                                                                                                                             |
| English Literature                         | GCSE Grade 6 in English Literature                                                                                                                                                           |
| Environmental Science                      | GCSE Grade 5/5 in Combined Science or Grade 5 in 2 of the GCSE single Science subjects                                                                                                       |
| Extended Project Qualification             | Good GCSE passes in all subjects                                                                                                                                                             |
| Film Studies                               | GCSE Grade 5 in English Literature                                                                                                                                                           |
| French                                     | GCSE Grade 6 in French                                                                                                                                                                       |
| Geography                                  | GCSE Grade 6 in Geography                                                                                                                                                                    |
| History                                    | GCSE Grade 6 in History                                                                                                                                                                      |
| Law                                        | 5 good GCSE results, including Grade 5 in one of English/History/Geography. Students do not need to have studied Law previously                                                              |
| Maths                                      | GCSE Grade 7 in Maths                                                                                                                                                                        |
| Further Maths                              | GCSE Grade 7 in Maths, however Grade 8/9 is preferred                                                                                                                                        |
| Philosophy & Ethics                        | 5 good GCSE results, including Grade 5 in English/History/Geography. GCSE Grade 6 in RS if studied                                                                                           |
| Physical Education                         | GCSE Grade 6 in Physical Education and an ability to coach/play 1 sport to a high standard                                                                                                   |
| Physics                                    | GCSE Grade 6/6 in Combined Science or Grade 6 in GCSE Physics.<br>GCSE Grade 7 in Maths                                                                                                      |
| Politics                                   | 5 good GCSE results, including Grade 5 in one of English/History/Geography. Students do not need to have studied Politics previously                                                         |
| Psychology                                 | 5 good GCSE results, including Grade 5 in English and Maths. Grade 6 in GCSE Psychology if taken. Students do not need to have studied Psychology previously                                 |

|                                  |                                                                                                                                                                                            |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sociology                        | 5 good GCSE results, including Grade 5 in one of English/History/Geography. Students do not need to have studied Sociology previously                                                      |
| Spanish                          | GCSE Grade 6 in Spanish                                                                                                                                                                    |
| <b>Subject (BTEC/Vocational)</b> | <b>Entry Requirements</b>                                                                                                                                                                  |
| Business                         | 5 good GCSE results, including Grade 4 in at least one of English and Maths. Grade 4 in GCSE Business if taken. Students do not need to have studied Business previously                   |
| Early Childhood Development      | 5 good GCSE results, including a Grade 4 in English. Students do not need to have studied Child Development previously                                                                     |
| Food Science and Nutrition       | 5 good GCSE results, including Grade 4 in at least one of English and Maths. Grade 4 in GCSE Food Preparation and Nutrition if taken. Students do not need to have studied Food previously |
| Music Performance                | 5 good GCSE results, including Grade 4 in at least one of English or Maths. Grade 4 in GCSE Music if taken. Ability to play at least 1 instrument to a high standard                       |
| National Diploma in Sport        | 5 good GCSE results, including Grade 4/4 in Science. Ability to play or coach one sport to a high standard                                                                                 |
| Performing Arts                  | 5 good GCSE results, including Grade 4 in at least one of English and Maths. Grade 4 in GCSE Drama or GCSE Music if taken                                                                  |

We reserve the right to withdraw a course if there are insufficient numbers. This is based on staffing / resource capacity within the school.

Individual circumstances may be taken into account if entry requirements have not been met, however, these may need to be evidenced and are at the discretion of the Head of School and/or the Assistant Head for Post 16 Provision.

## Personalised Learning at Post 16

John Taylor Free School is committed to ensuring that learning is personalised to meet the needs of the individual student. Staff will plan for all learners to ensure they are appropriately challenged and are able to produce an excellent standard of work.

Mr McAusland is our Deputy Head Teacher for Inclusion and has the strategic leadership for students who have additional needs and oversees our SEND team for those learners with additional needs.

Mrs Bassett is our co-ordinator for High Prior Attainers and has the strategic leadership for students who will be aiming to achieve high grades and move into the more competitive careers/universities.



John Taylor Free School

Post 16

Subject Offer

## A Level Art Craft and Design

Course code: AQA 8201

### Aims:

- To broaden art knowledge and technical skills and enhance aesthetic sensitivity
- To develop creative and critical thinking
- To gain a deeper historical and/or cultural awareness through personal engagement with sources of inspiration

### Content:

Students will explore a wide range of media and techniques in order to broaden their knowledge and skills, guided by a project theme. They will be supported in creating their Component 1 "Personal Investigation" in Year 12 through regular tutorials with teaching staff. The investigation is a coherent and in-depth study, informed by research and culminates in a resolved piece(s) of work to conclude the project. In February of Year 13, Students will have concluded Component 1 and begin Component 2 "Externally Set Assignment". This requires students to select one question, set by the exam board, to explore through preparatory work. Completion of a final outcome/series of outcomes will be conducted during 15 hours of supervised time, which is unaided.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                         | Assessment                                                                                 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Year 12 | Skills based workshops in a range of Art specialisms, including Fine Art, Textiles, Photography, 2D and 3D. There will also be training on presentation and written communication.<br><b>Component 1: Personal Investigation.</b> This is a practical journey, informed by 1000-3000 words. | <b>Component 1: 60%</b> of the overall grade (to include a trial exam)                     |
| Year 13 | <b>Component 1: Personal Investigation.</b> Continued until January.<br><b>Component 2: Externally Set Assignment.</b> Preparatory period + 15 hours supervised time                                                                                                                        | <b>Component 2: 40%</b> of the overall grade (including 15 hours unaided, supervised time) |

### Entry Requirements

GCSE Grade 5 in Art or Photography

### Connection to the JTFS Approach

| Whole School Theme   | How does Art Craft and Design support this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Weekly enrichments will run in the Art rooms, allowing students to come and use the facilities and speak to Art staff to gain further support and challenge. Proposed visit to New York City to enhance the A Level curriculum.                                                                                                                                                                                                                                                                                                                                                           |
| Career opportunities | Wide range of directly and indirectly linked career options (i.e. in Art / design specialisms, photography, curation, art therapy, teaching, architecture, theatre and television etc.)                                                                                                                                                                                                                                                                                                                                                                                                   |
| STRIPE               | Students practice and develop their ability to <b>self-manage</b> through the development of personal work and the need to work to short and long-term deadlines. They constantly <b>reflect</b> on emerging strengths and areas for development and are supported in making informed decisions about their direction. The course requires and strengthens <b>resilience</b> as not everything will go to plan. Risk taking is encouraged to <b>innovate</b> and <b>create</b> . Independent <b>enquiry</b> is essential, as students shape their own projects through personal research. |

## A Level Biology

### Course code: A Level Biology A – H420

#### Aim:

- To allow students to develop a thorough understanding of the biological principles and practices.
- To develop a love of science and see the relevance and application to everyday life
- To challenge thoughts and practices, developing skills that can be used in the wider world

#### Content:

The specification is divided into topics, each covering different key concepts of biology. Students will study genetic engineering, critical data analysis, plant structure and biodiversity, and the skills needed for the use of these in new and challenging situations. Teaching of practical skills is integrated with the theoretical topics, and they are assessed through the written papers. The Practical Endorsement will also support the development of practical skills.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                               | Assessment                                                                                                                                                                                                                      |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Module 1 – Development of practical skills in biology<br>Module 2 – Foundations in biology<br>Module 3 – Exchange and transport<br>Module 4 – Biodiversity, evolution and disease | <b>Paper 1</b><br>Biological processes based on modules 1, 2, 3, and 5 – 100 marks; 2 hour 15 mins; <b>37%</b><br><b>Paper 2</b><br>Biological diversity based on modules 1, 2, 4 and 6 – 100 marks; 2 hour 15 mins; <b>37%</b> |
| Year 13 | Module 1 – Development of practical skills in biology<br>Module 5 – Communication, homeostasis and energy<br>Module 6 – Genetics, evolution and ecosystems                        | <b>Paper 3</b><br>Unified biology based on modules 1 – 6 – 70 marks; 1 hour 30 mins; <b>26%</b><br><b>Practical endorsement in biology</b>                                                                                      |

#### Entry Requirements

GCSE Grade 6/6 in Combined Science or Grade 6 in Biology. GCSE Grade 5 in Maths.

#### Connection to the JTFS Approach

| Whole School Theme   | How does Biology support this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Visits to University and industry are planned to further support the study of Biology A Level. A team will be entered into the Biology Olympiad and others can work towards Science Crest Awards. Those students interested in careers in medical or veterinary sciences can also join In2Med.                                                                                                                                                                                                                             |
| Career opportunities | Job opportunities that link into A Level Biology are vast, including, Biochemist, pharmaceuticals, medicine, agriculture, microbiologist and environmental scientist. There are Level 4 Higher Apprenticeships that can be studied following this A Level.                                                                                                                                                                                                                                                                 |
| STRIPE               | Biology enables you to make meaningful connections across the curriculum and with the wider world. Expand your understanding through <b>enquiry</b> and evaluating a range of sources and experiences. Engage with issues that affect you and those around you. Students studying Biology will need to be strong <b>self-managers</b> , showing personal responsibility, initiative, <b>innovate</b> with a commitment to learning and self- improvement. They will need to listen to and take account of different views. |

## A-level Business

### Course code: Edexcel 9BSO

#### Aims:

- Develop an enthusiasm for studying Business
- Develop a critical understanding of organisations and their ability to meet society's needs and wants
- Generate enterprising and creative approaches to business opportunities, problems and issues

#### Content:

Business A Level is an up to date and relevant qualification that is applicable in the wider world. The use of real-life business case studies is frequent and the connection with external influences has great importance. All students studying the course will study business in a variety of contexts (e.g. large/small, UK focused, global, service, manufacturing) and consider how the external environment can impact on success.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Assessment                                                                                                                                                           |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | The course begins with <b>Theme 1: Marketing and People</b> . Here, students will learn the fundamentals of running a Business and the key entrepreneurial skills required. After February half term, we will move onto <b>Theme 2: Managing Business Activities</b> . Students will learn the key financial aspects of running a successful business and the various external factors that can influence a business' performance.                                                                                | <b>Paper 1: Business 1</b><br>Written exam: 2 hours<br><b>33.3%</b> of A-level<br><br><b>Paper 2: Business 2</b><br>Written exam: 2 hours<br><b>33.3%</b> of A-level |
| Year 13 | <b>Theme 3: Business Decisions and Strategy</b> starts the course in Y13. They will be analysing the strategic position of businesses, using models such as PESTLE and SWOT and learning about the different appraisals methods that businesses can use to make key strategic decisions. The final theme, Global Business, looks at how the international economy impacts the business environment and the different push and pull factors that a business needs to consider before operating in foreign markets. | <b>Paper 3: Business 3</b><br>Written exam: 2 hours<br><b>33.3%</b> of A-level                                                                                       |

#### Entry Requirements

5 good GCSE results, including Grade 5 in Maths and Grade 5 in one of English/History/Geography. Grade 6 in GCSE Business if taken. Students do not need to have studied Business previously.

#### Connection to the JTFS Approach

| Whole School Theme   | How does A-level Business support this?                                                                                                                                                                                                                                                                                    |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Students will have the opportunity to develop their understanding of Business through various trips which we have planned. There is a proposed trip to New York City to support further with the learning in Business at Post-16 where students will explore the city and learn about its importance in the global market. |
| Career opportunities | A-level Business provides students with the opportunities to develop important skills and relevant tools that will be helpful in many courses and for employment. Possible career choices with A-level Business include management, marketing, finance, accounting, banking, retailing, manufacturing and local government |
| STRIPE               | <b>STRIPE</b> skills and entrepreneurial skills developed through the study of business are interconnected, these will be built on throughout the A-level Business course. Regular challenges will be set for students to stretch themselves and <b>enquire</b> into the business world.                                   |

## A-Level Chemistry

### Course code: A Level Chemistry A – H432

#### Aims:

- Develop essential knowledge and understanding of the concepts of Chemistry
- To develop a love of science and see the relevance and application to everyday life
- To challenge thoughts and practices, developing skills that can be used in the wider world

#### Content:

The specification is divided into topics, each covering different key concepts of Chemistry. Students will study Foundations in Chemistry, Periodic table and energy, and Core organic chemistry. The skills learnt from these topics will be applied into new and challenging situations. Teaching of practical skills is integrated with the theoretical topics, and they are assessed through the written papers. The Practical Endorsement will also support the development of practical skills.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                           | Assessment                                                                                                                                                                             |
|---------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Development of practical skills in chemistry, Foundations in chemistry, Periodic table and energy, and Core organic chemistry | <b>Paper 1</b><br>Periodic table, elements and physical chemistry – 2 hour 15 mins; <b>37%</b>                                                                                         |
| Year 13 | Physical chemistry and transition elements, and Organic chemistry and analysis                                                | <b>Paper 2</b><br>Synthesis and analytical techniques – 2 hour 15 mins; <b>37%</b><br><b>Paper 3</b><br>Unified chemistry – 1 hour 30 mins; <b>26%</b><br><b>Practical endorsement</b> |

#### Entry Requirements

GCSE Grade 6/6 in Combined Science or Grade 6 in GCSE Chemistry. GCSE Grade 6 in Maths.

#### Connection to the JTFS Approach

| Whole School Theme   | How does Chemistry support this?                                                                                                                                                                                                                                                                                                                                                       |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Visits to University and industry are planned to further support the study of Chemistry A Level. Students will have the opportunity to compete in the Chemistry Olympiad. There will be the chance to support younger students with their science learning through mentoring and support with KS3 Science Enrichment.                                                                  |
| Career opportunities | Job opportunities linking to A Level Chemistry are extensive, including chemical engineer, lecturer, environmental chemist, forensic researcher and toxicologist. Chemistry A Level also links well into careers in medicine, dentistry and veterinary sciences, it is often a prerequisite for those courses. A Level Chemistry is held in high regard by universities and employers. |
| STRIPE               | Chemistry combines practical and theoretical learning to help students apply knowledge to real life experiments; this means learners need to be <b>innovative</b> and creative. This is a demanding subject meaning students will need to be <b>resilient</b> learners and consistently willing to learn from their mistakes.                                                          |

## A Level Computer Science

Course code: OCR H446

### Aims:

- For students to understand the core academic principles of computer science
- To be able to transfer classroom learning into creating real-world systems
- Develop technical understanding and an ability to analyse and solve problems using computational thinking

### Content:

The course is split into 3 components. The first component is Computer Systems, which encompasses the internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. The second is Algorithms and programming, which requires learners to use computational thinking to solve problems. The third component is a Programming project, where students will be expected to analyse a problem, design, develop and test, evaluate, and document a program. The program must be to solve it written in a suitable programming language. The three components will be taught across Year 12 and 13 to allow for fluidity when tackling the Programming Project.

### Curriculum Map

| Year         | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment                                                                                                                                                                                             |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 & 13 | <p><b>Component 01: Computer systems</b><br/>Students are introduced to the internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. The resulting knowledge and understanding will underpin their work in component 03.</p> <p><b>Component 02: Algorithms and programming</b><br/>This builds on component 01 to include computational thinking and problem-solving. It covers what is meant by computational thinking, algorithms and how they are used to describe and solve problems. There will also be some programming.</p> <p><b>Component 03: Programming project</b><br/>Students are expected to apply the principles of computational thinking to a practical coding programming project. The project is designed to be independently chosen by the student and provides them with the flexibility to investigate projects within the diverse field of computer science.</p> | <p><b>Computer Systems (01) 40%</b><br/>2 hours 30 mins</p> <p><b>Algorithms &amp; programming (02) 40%</b><br/>2 hours 30 mins</p> <p><b>Programming project (03) 20%</b><br/>Non-exam assessment</p> |

### Entry Requirements

GCSE Grade 6 in Maths. GCSE Grade 6 in GCSE Computer Science if taken. Students do not need to have studied Computer Science previously.

### Connection to the JTFS Approach

| Whole School Theme   | How does Computer Science support this?                                                                                                                                                                                                                                                                                                                                                     |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | There will be a Post 16 Computing Club running to develop student's interests further in programming and gaming. To enhance the Computer Science A Level curriculum there will be a visit to Bletchley Park to understand the development of computers and their use in WW2.                                                                                                                |
| Career opportunities | Computer Science A Level can lead towards careers in Application Analysis, Application Development, Cyber Security, Data Analysis, Forensic Computing, Games Design, Games Developer, Machine Learning Engineer, Web Developer, and many more.                                                                                                                                              |
| STRIPE               | Computer Science students will need to be <b>resilient</b> when tackling real world computational problems and be willing to improve their models and coding. The programming element for example, is strengthened by being a <b>team player</b> , that gives students the additional skills to lead, adapt, and be flexible, ready for when they move into employment or university study. |





## A Level Design and Technology: Product Design

### Course code: 7552

#### Aims:

- Develop intellectual curiosity into the creative, design, engineering and/or manufacturing industries
- Develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated
- Be able to create and analyse design concepts and use a range of skills and knowledge from other subject areas, including the use of science and mathematics, to produce high-quality prototypes and products

#### Content:

This A Level in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. This qualification encourages students to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems. Students will acquire subject knowledge in D&T, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture. Students should take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during key stage 4, with a particular focus on science and mathematics.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Assessment                                                                                                                                                                                                                                                                                         |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | <b>Component 1: End of unit assessments</b> for each of the technical principal areas.<br><b>Component 2: Design and make task non-exam assessment</b> - A sustained design and make task, based on a contextual challenge set by JTFS staff using previous AQA stimulus/ contexts                                                                                                                                                                                                                                                                                                                           | End of unit assessments, set internally by JTFS using AQA resources<br>Portfolio based (approx.) 40 hours.<br>50% of qualification                                                                                                                                                                 |
| Year 13 | <b>Component 1: Design and make task non-exam assessment</b> - A sustained design and make task, based on a contextual challenge set by AQA.<br><b>Component 2:</b><br><u>Paper 1: Technical Principles</u><br>120 marks, with a mixture of Short and extended response questions based on all the technical knowledge from year 12 & 13<br><u>Paper 2: Designing and Making principles</u><br>Section A: Product Analysis: 30 marks. Up to 6 short answer questions based on visual stimulus of product/s.<br>Section B: Commercial manufacture: 50 marks. Mixture of short and extended response questions | <b>Paper 1</b> – Technical principals<br>Written examination: 1.5 Hours. <b>20%</b> of qualification.<br><b>Paper 2</b> - Designing and Making principals<br>Written examination: 2.5 hours <b>30%</b> of qualification.<br><b>Portfolio based</b> (approx.) 80 hours. <b>50%</b> of qualification |

#### Entry Requirements

GCSE Grade 6 in Design and Technology

#### Connection to the JTFS Approach

| Whole School Theme   | How does D&T support this?                                                                                                                                                                                                                                                                                                                                           |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | There will be a D&T Club where students can use the facilities and speak to DT teachers to gain further practical support. There are planned visits to Design Museum in London.                                                                                                                                                                                      |
| Career opportunities | This qualification provides a suitable foundation for courses such as product design, fashion design, Architecture, and engineering. This would allow students to access a wide variety of jobs, including graphic designer, video games designer, product designer, architect, fashion designer, fashion or product buyer, or civil/electrical/mechanical engineer. |
| STRIPE               | Design and technology is an inspiring, rigorous and practical subject. The themes of <b>innovation</b> , <b>enquiry</b> , and <b>self-management</b> will enable students to place themselves in the best position to critically design and make, solving real world problems.                                                                                       |



## A Level Economics

### Course code: AQA 7136

#### Aims:

- Appreciate the contribution of economics to the understanding of the wider world
- Use an enquiring, critical and thoughtful approach to the study of economics
- Understand that economic behaviour can be studied from a range of perspectives

#### Content:

Economics shapes our lives. We are all affected, either directly or indirectly, by issues such as rising prices, unemployment, global poverty and the performance of particular industries. Economics looks at these wider macroeconomic problems. It also examines microeconomic questions: How are prices set? What determines how much a firm will produce? What shapes the demand for a product? Why are football players paid more than nurses? Why are some countries more developed than others? Why has the volume of international trade grown so rapidly in recent decades and what are the disadvantages of this trend?

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                           | Assessment                                                                                                                                                                                                   |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Students will begin by looking at microeconomics, acquiring knowledge and understanding of various models and applying them to current problems and issues, this includes demand and supply, the operation of the price mechanism and cause of market failure. They will then move onto macroeconomics, starting off with an understanding of AD/AS analysis and using this to explore recent and current economic behaviour. | <b>Paper 1:</b> Markets and market failure<br>Written exam: 2 hours<br><b>33.3%</b> of A-level<br><br><b>Paper 2:</b> National and international economy<br>Written exam: 2 hours<br><b>33.3%</b> of A-level |
| Year 13 | In Year 13 students will further their quantitative skills and become more familiar with various types of statistical and other data commonly used by economists. They will need to develop a critical approach to models and methods enquiry. They will also begin to understand the methodology of economics and recognise that economics is a social science.                                                              | <b>Paper 3:</b> Economic principles and issues<br>Written exam: 2 hours<br><b>33.3%</b> of A level                                                                                                           |

#### Entry Requirements

5 good GCSE results, including Grade 6 in Maths and Grade 5 in one of English/History/Geography. Students do not need to have studied Economics previously.

#### Connection to the JTFS Approach

| Whole School Theme   | How does A-level Economics support this?                                                                                                                                                                                                                                       |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Students will have the opportunity to enter the 'Young Economist of the Year' essay competition, writing 1,000 words on one of four stimulus topics. Students can also enter the CIPFA management games, developing their knowledge of economics in a competitive environment. |
| Career opportunities | Many economics students go onto pursue the subject further at degree level, it is a highly rated degree amongst employers. It also provides a useful basis for students pursuing higher education, apprenticeships or employment in business and management.                   |
| STRIPE               | Through economics students will develop their <b>participation</b> skills through communication to critically evaluate competing arguments. Economics encourages <b>enquiry</b> as being up to date with current affairs is vital to success in the subject.                   |

## A Level English Language

### Course code: AQA 7702

#### Aims:

- To linguistically analyse a wide range of authentic texts, evaluating how they represent social groups and individuals
- To produce engaging and well-structured creative writing. To be able to research into a language area of individual interest and produce a project on your findings
- To understand and evaluate how children acquire language and how our language has changed over time

#### Content:

English Language A-level is very different from what you may be used to in your GCSE studies. It involves the linguistic analysis of a range of different types of spoken and written texts. Students will understand exactly how the English language is used to communicate and interact. Learners will discover the impact social class, race and gender has on our use of language and will understand how our beautiful language has evolved over time. If you love analysing human nature, social behaviour and the part language plays in this – you will love this course.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                       | Assessment                                                                                                                                                                                                                                                                             |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Close linguistic analysis of a variety of authentic texts. Study of social and regional varieties of English. Original creative writing (coursework.)                                                                     | <b>Paper 1:</b> Language, the individual and Society.<br>2hrs 30 mins. <b>40%</b> of final grade                                                                                                                                                                                       |
| Year 13 | How language changes over time due to social factors, invasion, migration and technological innovation. Analysis of how children acquire language. Research into an area of language of individual interest (coursework.) | <b>Paper 2:</b> Language Diversity and Change<br>2hrs 30 mins. <b>40%</b> of final grade<br><br><b>Non-Exam Assessment</b> (coursework)<br>A study into an aspect of language of personal interest and a piece of creative writing.<br>3,500 words in total. <b>20%</b> of final grade |

#### Entry Requirements

GCSE Grade 5 in English Language

#### Connection to the JTFS Approach

| Whole School Theme   | How does English Language support this?                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | University linguistics/creative writing taster days, visits to media organisations, guest lecturers are planned to enhance the learning of A Level English Language. In school we will be running Post 16 creative writing club, book club, debate club, poetry club. There will be a buddy reading scheme, working with younger students. There is also the opportunity to lead on producing the school newsletter.                              |
| Career opportunities | This A-level complements many other subjects such as Psychology and History. This course can help in a range of careers such as journalism, teaching, marketing, media, advertising, editing and publishing.                                                                                                                                                                                                                                      |
| STRIPE               | The STRIPE skill you will develop most in English Language is your ability to be a strong <b>enquirer</b> . You will find yourself out and about, looking at language in the real world and asking questions like who made this text? What was their purpose? Who is the audience and how are they being represented? Who has the power in this text and who is marginalised? How would this text be different if it was written two decades ago? |

## A Level English Literature

### Course code: AQA 7712

#### Aims:

- To read widely across a range of texts and connect them across time and topic
- To study texts written in the same time period which enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives
- Students will understand that because texts and their meanings are not fixed, interpretation is not fixed

#### Content:

This A level course will encourage critical reading, analytical writing and confident debate. Of course, being a keen reader, who enjoys searching for meaning and symbolism in texts is vital as we interact with a wide variety of plays, poems and prose spanning from the 1400s to the current day. Students will explore human behaviour, learn about different time periods and people, and have the opportunity to be creative in their interpretation of text.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                   | Assessment                                                                                                                                                                                                                                                                    |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Year 12 focus will be 'Love through the Ages'. Through a study of Shakespeare, poetry and prose we will look at romantic love of many kinds, such as love and loss; social conventions and taboos. Students will explore how love and portrayals of love have changed over time. Learners will begin to research and read for the comparative coursework study.                                       | <b>Paper 1:</b> Love through the ages<br>3 hours examination.<br>Open book in Section C only<br><b>40%</b> of final grade<br><br><b>Paper 2:</b> Texts in Shared Contexts (WW1 and its aftermath.)<br>2 hours 30 minutes examination.<br>Open book. <b>40%</b> of final grade |
| Year 13 | Year 13 focus will be 'Texts in shared contexts'. The texts are written from 1945 to the current day and will encourage exploration and debate important themes such as gender, class, race and ethnicity. The themes debated have helped to shape the latter half of the 20th century and the early decades of the 21st century. You will also complete your comparative coursework study this year. | <b>Comparative Critical Essay</b><br>At least one text must have been written pre-1900. Coursework based. 2,500 words, plus bibliography. <b>20%</b> of final grade                                                                                                           |

#### Entry Requirements

GCSE Grade 6 in English Literature

#### Connection to the JTFS Approach

| Whole School Theme   | How does English Literature support this?                                                                                                                                                                                                                                                                                                                       |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | English Literature A Level will be enhanced by theatre trips, poetry readings and author visits. In school we will be running Post 16 creative writing club, book club and poetry club. There will be a buddy reading scheme, working with younger students. There is also the opportunity to lead on producing the school newsletter.                          |
| Career opportunities | English Literature is looked on particularly favourably if you are hoping to go into professions and fields such as: Law, Journalism, Media, Advertising and Marketing.                                                                                                                                                                                         |
| STRIPE               | English Literature is a rigorous course, so students must be <b>self managers</b> . Seminars will require students to <b>participate</b> in heated debates: arrive armed and ready to argue! Students with an <b>enquiring</b> mind succeed well on this course, with a desire to know about the historical, literary and social context of the texts are read. |

## A-Level Environmental Science

Course code: 603/0978/7

### Aims:

- To develop a passion for the natural world and in the sustainability of our planet through a multi-disciplinary approach to learning.
- To develop a love of science through identifying the relevance and application in everyday life.
- To challenge thoughts and practices, developing skills that can be used in related careers.

### Content:

This course is designed for those with an interest in the environment who want to explore the ways in which the planet can be protected from the multitude of threats it faces. The modules cover both human and physical themes, as well as research methods which will be utilised during a field trip. This course will expand on the environmental themes covered at GCSE by delving into threats against the sustainability of the planet's resources. It will also provide an insight into the real solutions implemented in industry, showcasing some of the career opportunities linked to this qualification.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                | Assessment in Year 13                                                                                                                                                                 |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Module 1 – The Physical environment<br>Module 2 – The Living Environment<br>Module 3 – Research methods                                            | <b>Paper One</b><br>Written exam: 3 hours; 120 marks; <b>50%</b> of A-level<br>Assessed on modules: The physical environment, Energy resources, Pollution and Research methods        |
| Year 13 | Module 1 – Pollution<br>Module 2 – Biological resources<br>Module 3 – Sustainability<br>Module 4 – Energy Resources<br>Module 5 – Research methods | <b>Paper Two</b><br>Written exam: 3 hours; 120 marks; <b>50%</b> of A-level<br>Assessed on modules: The living environment, biological resources, Sustainability and Research methods |

### Entry Requirements

GCSE Grade 4/4 in Combined Science or Grade 4 in GCSE Separate Sciences. GCSE Grade 4 in English and Maths

### Connection to the JTFS Approach

| Whole School Theme   | How does Environmental Science support this?                                                                                                                                                                                                                                                                                                                    |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | There will be a number of field trips where research methods can be explored in practice and applied to real-world scenarios. <b>The cost of the field trips are around £150 in total and will be divided between the two years.</b>                                                                                                                            |
| Career opportunities | There are a huge variety of jobs available in the environmental science industry including: Environmental consultant, Sustainability officer, Water engineer, Recycling officer, Meteorologist, Oceanographer, Ecologist, Hydrologist, Climate scientist.                                                                                                       |
| STRIPE               | Environmental science allows you to develop your understanding of the natural world through <b>enquiry</b> . The fieldwork will provide an opportunity to work as a <b>team-player</b> and explore the research methods topic in a real-life context. Exploring the challenging issues humans face will develop <b>resilience</b> and a passion to seek change. |

## A Level Film Studies

### Course code: Eduqas A670QS

#### Aims:

- To explore and study a diverse range of Film in terms of their historical, social and technological contexts
- To gain a greater understanding of Film production process including capturing, editing, distributing and exhibiting
- To apply learning in a practical way by producing your own films and screenplays

#### Content:

Students will study a variety of films from a broad genre including American Cinema, European Cinema, Independent Cinema and Foreign Language Film. Students will learn how to analyse film, thinking critically and debating confidently. There will be the opportunity to produce short film sequences to apply learning and reflect on their own work according to set criteria. As learners progress and develop confidence in the study of film, the experience will broaden to explore more complex and niche film looking at Experimental Cinema, Silent Cinema and Documentary film.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessment                                                                                                                                                                        |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | In Year 12 the course starts by developing more general understanding of film such as exploring production contexts and developing film production skills. Learners then move onto component 1 which is American Film: <ul style="list-style-type: none"> <li>• Comparative study of 2 films from Classic Hollywood: 1930-1990</li> <li>• Study of American film form 2005</li> <li>• British Film since 1995 (two film study)</li> </ul>                                                                                                                                              | There are 2 exams which are taken at the end of Year 13<br><br><b>Exam 1: 35%</b> of overall grade. 2 hours 30 minutes<br><b>Exam 2: 35%</b> of overall grade. 2 hours 30 minutes |
| Year 13 | As the course continues, students will explore increasingly complex film concepts – including narrative theory, representation, auteur theory, aesthetics and spectatorship. Component 2 has a focus on Global Filmmaking Perspectives, where study will focus on Global Film – study of 2 films: 1 European, 1 outside Europe. Then moving onto more niche film: Experimental Cinema, Silent Cinema and Documentary film. Component 3 is a production of an assessed piece which is a 4–5-minute film or screenplay of 1600-1800 words with an evaluative analysis of the production. | The <b>production</b> accounts for <b>30%</b> of the overall A Level grade                                                                                                        |

#### Entry Requirements

GCSE Grade 5 in English Literature

#### Connection to the JTFS Approach

| Whole School Theme   | How does Film Studies support this?                                                                                                                                                                                                                                                                                                                |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Opportunities for Film Clubs, Cinema Trips, Museum Experiences. Students can also to support in producing promotional material and trailers for various applications                                                                                                                                                                               |
| Career opportunities | Roles within the Film and TV industry are obvious but Film offers a variety of skills which are applicable to career areas such as education, journalism and media. The course introduces you to Film Production including camera work and editing, the options and endless.                                                                       |
| STRIPE               | <b>Team player</b> and <b>participator</b> skills will be developed through working together on film productions, <b>Enquirer</b> skills developed through the exploration of non-mainstream cinema. <b>Self-Manager</b> skills are essential through handling the demands of the course and ensuring deadlines are met with non-exam assessments. |



## A Level French

Course code: AQA 7652

### Aims:

- Students to study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture and learn about political engagement
- Throughout their studies, students will learn the language in the context of French-speaking countries and the issues and influences which have shaped them
- Students will study texts and film and have the opportunity to carry out independent research on an area of their choice

### Content:

The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with topics on the artistic life of French-speaking countries. In the second year further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes, demonstrations. Finally, students will look at the extent to which French teenagers are politically engaged in the future of political life in French-speaking society.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                              | Assessments                                                                                                                            |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Artistic culture in the French-speaking world<br>Aspects of French-speaking society: current trends<br><b>Film</b> : Au revoir les enfants by Louis Malle (1987) | <b>Listening, Reading and Translation:</b> 2 hours 30 minutes, <b>50%</b> of A-level.<br><b>Essays:</b> 2 hours, <b>20%</b> of A-level |
| Year 13 | Aspects of French-speaking society: current issues<br>Aspects of political life in the French-speaking world<br><b>Literary text:</b> L'étranger by Albert Camus | <b>Oral:</b> 21 – 23 minutes (including 5 minutes preparation time), <b>30%</b> of A-level                                             |

### Entry Requirements

GCSE Grade 6 in French

### Connection to the JTFS Approach

| Whole School Theme   | How does MFL support this?                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Trip abroad to France at the end of year 12. Students will have weekly French speaking sessions with a native speaker to enhance their learning further.                                                                                                                                                                                                                                                        |
| Career opportunities | Careers such as interpreter/translator, education, international development worker (environment, human rights, disaster relief, research, fundraising) and tourism. French A Level also supports careers in areas such as law and business.                                                                                                                                                                    |
| STRIPE               | Students will be responsible for the major part of their speaking examination by researching and <b>enquiring</b> an area of the curriculum in which they will become an expert. Learning a foreign language will challenge student's confidence and they will learn to be <b>resilient</b> , target and <b>reflect</b> on their own strengths and weaknesses in order to perform to the best of their ability. |

## A Level Further Maths

### Course code: Edexcel 9MF0

#### Aims:

- To deepen love and learning of mathematics further, with a focus on algebraic methods
- To develop an understanding of Decision Maths to solve optimisation problems
- To apply mathematical logic and reasoning to statistical problems, as well as algebraic

#### Content:

Edexcel A Level Further Maths builds on the skills, knowledge and understanding from the A Level Maths course. It is a prerequisite that students are also studying A Level Maths. Students will develop their problem solving, proof and mathematical modelling to a deeper level. Further Maths also provides students with the opportunity to study Decision Maths for the first time which is the discipline of applying advanced analytical methods to make better decisions such as modelling and optimising for businesses. Students will also delve further into Statistics by studying Further Statistics 1, which follows on from the Statistics studied in Maths A Level. Further Statistics 1 is a useful module to study that supports other disciplines such as Geography and Psychology.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                               | Assessment                                                                                                                                                                                                                                                                                                                             |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Students will cover the <b>Decision Mathematics 1</b> and <b>Core Pure Mathematics 1</b> papers during Year 12. Core Pure Mathematics 1 covers topics such as complex numbers, further functions and further calculus. Decision Maths includes topics such as optimisation, critical paths and linear programming.                | There are 4 externally assessed exams taken at the end of Year 13<br><br>Each paper is 1 hour 30 minutes and are <b>25% each</b> towards the overall grade<br><br><b>Paper 1: Core Pure Mathematics 1</b><br><b>Paper 2: Core Pure Mathematics 2</b><br><b>Paper 3: Decision Mathematics 1</b><br><b>Paper 4: Further Pure Maths 1</b> |
| Year 13 | Further Maths in Year 13 will focus on <b>Core Pure Mathematics 2</b> and <b>Further Pure Maths 1</b> . Core Pure Mathematics 2 covers topics such as further vectors, polar coordinates and matrices. Further Pure Maths 1 includes topics such as conic sections, methods in calculus, Taylor series and differential equations |                                                                                                                                                                                                                                                                                                                                        |

#### Entry Requirements

Grade 7 GCSE Maths. However, a Grade 8 or 9 in GCSE Maths is preferred.

#### Connection to the JTFS Approach

| Whole School Theme   | How does Further Maths support this?                                                                                                                                                                                                                      |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Students can opt to be entered into the UKMT Senior Challenge. There will also be a team representing JTFS in the Senior Maths Team Challenge. Students have the opportunity to partake in maths inspiration university lecture visits.                   |
| Career opportunities | Further Maths is highly regarded by universities and employers. It supports careers that are heavily mathematical such as engineering, computer gaming, finance and medicine.                                                                             |
| STRIPE               | <b>Resilience</b> and reflection will be required as Further Maths is a highly demanding course. Students will also develop their <b>self-manager</b> skills as they practice concepts they have learnt independently and in new contexts to master them. |

## A Level Geography

Course code: AQA 7037



### Aims:

- To excite minds, challenge perceptions and stimulate investigative/analytical skills to create critical thinkers
- To investigate the physical world and the complex interactions between humans and the natural environment
- To reflect the changing and challenging diverse world which we live to allow students to make sense of the world through multiple lenses and equip students with the knowledge to go out into the world and make a difference now and in the future

### Content:

**Unit 1: Physical Geography** – Within this unit students will learn about aspects of the physical world around them and far away and understand processes occurring in diverse, dynamic landscapes. Core topics include Water and Carbon Cycles, Desert Systems and Landscapes and Hazards.

**Unit 2: Human Geography** – Within this unit students will learn about aspects of the human world around them, and phenomenon which affects populations and the interrelationships between people and the environments in which they live. Core topics within this unit include Global Systems and Global Governance, Changing Places and Population and the Environment.

**Unit 3: Geographical Investigation** – You will have the opportunity to research and develop your own depth of knowledge on a geographical topical issue linked to the syllabus that interests YOU. Students complete an individual investigation based on a question/issue relating to any part of the specification and then must collect data to investigate and analyse this. A 3-day Fieldwork residential at start of Y13 will give you the skills to complete this. Geography helps develop literacy, communication, written and evaluation skills. It works well in combination with English, Sociology, History, Psychology, Maths and Science, and is described as a facilitating subject.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                             | Assessment                                                                                                                                                          |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Water and Carbon Cycles (Unit 1)<br>Changing Places (Unit 2)<br>Desert Systems (Unit 1)<br>Population and the Environment (Unit 2)<br>NEA (Coursework data collection) (unit 3) | 2x 2.5 hour exams. <b>Unit 1: Physical Geography</b> and <b>Unit 2: Human Geography</b> - 40% each<br>1x 3000-4000-word <b>geographical report</b> - 20% of A Level |
| Year 13 | NEA Write up and submission (Unit 3)<br>Hazards (Unit 1)<br>Global Systems and Global Governance (Unit 2)                                                                       | This is a linear course: students will sit all their exams and submit coursework at the end of the course                                                           |

### Entry Requirements

GCSE Grade 6 in Geography

### Connection to the JTFS Approach

| Whole School Theme   | How does Geography support this?                                                                                                                                                                                                                                                        |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Becoming a global citizen, an advocate of sustainability, with getting involved in charity work to support social and environmental issues, voluntary work and taking a leading role in JTFS Eco club, the further possibility of learning outside the classroom on fieldwork           |
| Career opportunities | A vast range: Teaching, Architect, Journalism, Armed Forces, Environmental Health, Social Services, Town Planner, Surveyor, Cartographer, research, Politics and Travelling                                                                                                             |
| STRIPE               | <b>Enquirer:</b> the ability to develop critical questions about the human and natural world. <b>Self-manager:</b> planning, conducting, and writing your own geographical investigation will equip you with highly transferable management skills for further education and later life |

## A Level History

### Course code: AQA 7042HB

#### Aims:

- Understand the significance of historical events, the role of individuals in history and the nature of change over time
- Gain a deeper understanding of the past through political, social, economic and cultural perspectives

#### Content:

The Tsarist and Communist Russia unit allows students to study in breadth issues of change, continuity, cause and consequence in this period through exploring how was Russia governed and how political authority developed in this period as well as the extent of social, economic and cultural change. The Wars of the Roses depth unit provides for the in-depth study of a period in which the English monarchy suffered instability, and the country was subjected to a range of political, economic and social pressures. It develops concepts such as authority, hierarchy, faction and legitimacy. The Historical Investigation (NEA) is a personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                | Assessment                                                                                                                             |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Breadth Study: Russia, 1855–1917: Autocracy, Reform and Revolution<br>Depth Study: Wars of the Roses: the Fall of the House of Lancaster, 1450–1471                                                                                                                                                | <b>Breadth Study:</b> Written exam: 2 hours 30 minutes, <b>40%</b><br><b>Depth Study:</b> Written exam: 2 hours 30 minutes, <b>40%</b> |
| Year 13 | Breadth Study: The Soviet Union 1917–1964<br>Depth Study: Wars of the Roses: the fall of the House of York, 1471–1499<br>Historical Investigation (NEA): A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. | <b>Historical Investigation (NEA):</b> 3500–4500 words. marked by teachers, moderated by AQA, <b>20%</b>                               |

#### Entry Requirements

GCSE Grade 6 in History

#### Connection to the JTFS Approach

| Whole School Theme   | How does History support this?                                                                                                                                                                                                                                                                                                                      |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | History would offer a range of enrichment opportunities including lunchtime extension and debating clubs as well as opportunities to engage with competitions run by the local and national organisations and universities. There is a proposed visit to France as part of the Wars of the Roses unit.                                              |
| Career opportunities | History offers students a wide range of future career opportunities in areas such as journalism, law, teaching, media work, heritage, business and politics.                                                                                                                                                                                        |
| STRIPE               | Students will be asked to develop their <b>enquirer</b> skills by summarising and analysing information as well as practicing the skills of skim and scan reading. Students are also encouraged to become better <b>self-managers</b> through their independent historical investigation where they set their own goals and work towards deadlines. |

## A Level Law

Course code: AQA 7162

### Aims:

- Develop knowledge of the Law in England and the interaction between law, morals, justice and society
- Foster student's interest in Law and develop the skills relevant to further study
- Allow students to think logically, to apply legal knowledge and draw effective conclusions

### Content:

Law A Level develops a knowledge and understanding of the English legal system and an ability to evaluate its operation and performance. The specification will develop learners' understanding of legal method and reasoning through the study of statutory interpretation and judicial precedent. As the course continues students will study criminal law and the law of tort. This will enable them to develop and apply techniques of legal method and reasoning to analyse and offer answers to legal problems, based on legal rules and principles as well as construct and communicate legal arguments.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assessment                                                                                                                                                                                                                                                                        |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Students will study for <b>Paper 1</b> about the English Legal System, which focuses on civil and criminal courts, the legal professions and access to justice. The criminal law section focuses on rule and elements of criminal law and provides an introduction to criminal liability through the study of offences. Students will begin study for <b>Paper 2</b> , which focuses on law making in England and Wales as well as the EU. Learners will study law making methods and their underpinning concepts. They will develop an understanding of legal method and reasoning as used by lawyers and the judiciary. | Students will sit all their exams at the end of the 2-year course. There are 3 exams with a mix of short-answer and extended writing questions. All exams are 2 hours.<br><b>Paper 1:</b> The nature of law and the English legal system and Criminal Law. <b>33.33%</b> of grade |
| Year 13 | Students will move onto rules of tort, liability in negligence, occupiers' liability and remedies. It introduces civil liability. Learners will develop the skills to apply their legal knowledge to scenario-based situations. Finally, learners will move onto <b>Paper 3</b> to explore the nature of law in a wider context and develop their understanding of how the law interacts with morality, justice, and society. They will consider the changing nature of law.                                                                                                                                              | <b>Paper 2:</b> The nature of law and the English legal system and The Law of Tort. <b>33.33%</b> of total grade<br><b>Paper 3:</b> The nature of law and the English legal system and Law of contract. <b>33.33%</b> of total grade                                              |

### Entry Requirements

5 good GCSE results, including Grade 5 in one of English/History/Geography. Students do not need to have studied Law previously.

### Connection to the JTFS Approach

| Whole School Theme   | How does Law support this?                                                                                                                                                                          |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Students will have the opportunity to see how the judicial system works in practice by visiting a courtroom. Law Society is an enrichment where students can represent JTFS in the Bar Mock Trials. |
| Career opportunities | Law leads into an array of careers, not just becoming a lawyer. For example, jobs in any Legal Department, in business or the police force.                                                         |
| STRIPE               | Law A Level requires students to complete continuous writing so students will need to be <b>self-managers</b> and <b>enquirers</b> to ensure their final arguments are high quality.                |

## A Level Maths

Course code: Edexcel 9MA0

### Aims:

- Understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study
- Understand coherence and progression in mathematics and how different areas of mathematics are connected
- Take increasing responsibility for their own learning and evaluation of their own mathematical development

### Content:

Edexcel A Level maths uses Pure Mathematics, Statistics, and Mechanics to develop three overarching themes that are inherent throughout the content; Mathematical argument, language and proof, Mathematical problem solving, and Mathematical modelling. Students will need to further knowledge from GCSE into more challenging problems. The introduction of Statistics and Mechanics module in A Level means students have the chance to apply their skills in real life context such as kinematics, forces and conditional probability.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessment                                                                                                                                                                                                                                         |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Students build on understanding from the GCSE curriculum, extending topics such as algebra, coordinate geometry, trigonometry, and vectors before developing their understanding of differentiation and integration.<br>Students will also cover Statistics content by exploring probability, statistical distributions and hypothesis testing.<br>Units, kinematics, and forces will be covered in the Mechanics section of the course. | Three exams are all sat at the end of Year 13.<br><b>Paper 1: Pure Maths 1</b><br><b>Paper 2: Pure Maths 2</b><br><b>Paper 3: Stats &amp; Mechanics</b><br><br>All papers are 2 hours long and each account for <b>33.33%</b> of the qualification |
| Year 13 | Maths in Year 13 the statistics content includes regression and correlation, normal distribution and conditional probability. Meanwhile turning moments, forces, projectiles and acceleration will be covered in Mechanics. In Pure maths the concepts developed in Year 12 will be extended with the addition of series and sequences, parametric equations and algebraic fractions.                                                    |                                                                                                                                                                                                                                                    |

### Entry Requirements

GCSE Grade 7 in Maths

### Connection to the JTFS Approach

| Whole School Theme   | How does Your Subject support this?                                                                                                                                                                                                                                                                |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Students can opt to be entered into the UKMT Senior Challenge. There will also be a team representing JTFS in the Senior Maths Team Challenge. There will be a visit to Bletchley Park as students see how mathematical understanding underpins the development of computers.                      |
| Career opportunities | Maths A Level is a highly regarded subject by employers and universities. It links into careers in engineering, medicine, computing and many more. For many subjects at university having an A Level in Maths is a pre-requisite.                                                                  |
| STRIPE               | <b>Resilience</b> is key as students tackle challenging problems and often have to try multiple methods before arriving at the correct solution. Students need to be <b>participators</b> during lessons where their content is taught and <b>self-managers</b> in independent practice and study. |

## A Level Philosophy, Religion and Ethics

Course code: OCR H573

### Aims:

- To explore and challenge core philosophical beliefs, with a particular focus on whether God exists and the connection between mind, body and soul
- To investigate morality and determine what is good and bad behaviour
- To explore Christianity in depth focussing on topics ranging from Christianity's credibility as a religion to how it has been practiced throughout history

### Content:

**Unit 1 – Philosophy of Religion** – Within this unit students will begin by learning about ancient philosophical influences such as Plato and Aristotle. This will provide a platform to discuss the relationship between mind, body and soul. A majority of the unit is focussed on arguments for and against the existence of God as well as the credibility of religious experiences.

**Unit 2 – Religion and Ethics** – Within this unit students will learn about various ethical theories such as: Kantian ethics, Situation Ethics, Utilitarianism and Natural Law. Students will learn to apply these theories to a range of ethical issues such as euthanasia, sexual ethics and business ethics. Alongside this, students will look at the credibility of ethical language as well as whether or not there is such thing as a conscience.

**Unit 3 – Developments in Religious Thought** – Within this unit, students will in the main look at how religious teachings and beliefs within Christianity have been applied throughout history as well as how they vary in the modern world. There is a significant focus on the relationship between religion and society.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                      | Assessment                                                                                                                                                                                   |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | <b>Unit 1:</b> Ancient Philosophical Influences, Mind Body and Soul. Arguments for the existence of God (reason and observation). The Problem of Evil and Religious Experience<br><b>Unit 2:</b> Ethical Theories, Euthanasia and Business Ethics<br><b>Unit 3:</b> Augustine's Teaching on Human Nature and Death and the Afterlife, Jesus and the Existence of God, Christian Morality | 1 x 2-hour exam on the <b>Philosophy of Religion (33.3%)</b><br>1 x 2-hour exam on <b>Religion and Ethics (33.3%)</b><br>1 x 2-hour exam on <b>Developments in Religious Thought (33.3%)</b> |
| Year 13 | <b>Unit 1:</b> The Nature of God, Religious Language, Philosophy in the Modern World<br><b>Unit 2:</b> Conscience, Sexual Ethics, Meta-Ethics<br><b>Unit 3:</b> Religious Pluralism, Gender, Liberation Theology                                                                                                                                                                         | This is a linear course: students will sit all their exams and submit coursework at the end of the course.                                                                                   |

### Entry Requirements

GCSE Grade 6 in English and a grade 6 in a Humanity or Psychology.

### Connection to the JTFS Approach

| Whole School Theme   | How does Philosophy, Religion and Ethics support this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Articulating your own viewpoint/argument. Developing personal beliefs on God, the meaning of life and morality. Considering the viewpoints and others and considering the information used by others to form various opinions.                                                                                                                                                                                                                                                                                                                                                |
| Career opportunities | A vast range of careers link into Philosophy A Level: Teaching, Law, Journalism, Politics, Human Resources, Marketing and Advertisement, Finance. It works well in combination with English, Sociology, History, Psychology, Law and Physics, and is described as a facilitating subject. Religious Studies offers the unique opportunity to develop transferable skills which will be of benefit across all areas of study. The Russell Group of top universities has made it clear that Religious Studies A Level provides 'suitable preparation for university generally'. |
| STRIPE               | Philosophy helps develop literacy, communication, written and evaluation skills. Students will need to be <b>enquirers</b> to develop critical questions about the existence of God and morality. <b>Participator</b> skills will be enhanced when engaging with class debate and discussion.                                                                                                                                                                                                                                                                                 |





## A level Physics

### Course code: OCR Physics A H556

#### Aims:

- Develop essential knowledge and understanding of the concepts of Physics
- To develop a love of science and see the relevance and application to everyday life
- To challenge thoughts and practices, developing skills that can be used in the wider world

#### Content:

The specification is divided into topics, each covering different key concepts of physics such as forces and motion and astrophysics. Teaching of practical skills is integrated with the theoretical topics, and they are assessed through the written papers. The aim is to allow students to build on their knowledge of the laws of Physics, applying their understanding to solve problems on topics ranging from sub-atomic particles to the entire universe. It is a highly mathematical course, so it is important that students enjoy and are capable in maths. The Practical Endorsement will also support the development of practical skills.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                           | Assessment                                                                                                                                                                                                               |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | <b>Module 1:</b> Development of practical skills in physics<br><b>Module 2:</b> Foundations in physics<br><b>Module 3:</b> Forces and motion<br><b>Module 4:</b> Electrons, waves and photons | <b>Paper 1</b><br>Modelling physics based on modules 1, 2, 3 and 5.<br>Paper is 2 hour 15 mins; <b>37%</b><br><b>Paper 2</b><br>Exploring physics based on modules 1, 2, 4 and 6.<br>Paper is 2 hour 15 mins; <b>37%</b> |
| Year 13 | <b>Module 1:</b> Development of practical skills in physics<br><b>Module 5:</b> Newtonian world and astrophysics<br><b>Module 6:</b> Particles and medical physics                            | <b>Paper 3</b><br>Unified physics based on modules 1 – 6. Paper is 1hr 30 minutes; <b>26%</b><br><b>Practical endorsement in physics</b>                                                                                 |

#### Entry Requirements

GCSE Grade 6/6 in Combined Science or Grade 6 in GCSE Physics. GCSE Grade 7 in Maths.

#### Connection to the JTFS Approach

| Whole School Theme   | How does physics support this?                                                                                                                                                                                                                                                                                                                                         |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Students can work towards the Science Crest Awards. There will be visits to universities and industry to enhance the learning in Physics A Level. There is the opportunity for students to support at KS3 Science Enrichment to share their love of science with younger students.                                                                                     |
| Career opportunities | Physics A Level is held in high regard by universities and employers. Job opportunities are considerable, including, astronomer, clinical scientist, sound engineer, teacher, radiation protection practitioner. Physics A Level is a key subject for those interested in engineering and often a prerequisite for those interested in going into medical professions. |
| STRIPE               | Physics is a highly demanding course, learners will need to become consistently <b>resilient</b> and determined in your learning and to always have a 'can-do' attitude. A commitment to learning and self-improvement is essential to be successful on this course. Students will develop their <b>enquiry</b> skills through practical and theoretical learning.     |

## A Level Politics

### Course code: Edexcel 9PL0

#### Aims:

- Prepare students for a full and active engagement within UK political life
- Develop student's understanding of Britain's role within the global community
- Enable students to research and debate various political standpoints as well as understanding how laws and the media are related

#### Content:

Politics is a lively, relevant and controversial course to study. It covers new and current affairs in the UK, which help students understand how the country is run. Learners will discover the different political viewpoints such as liberalism and socialism, as well as linking this into our country's political parties and how journalism portrays them. The course then delves further into UK Government including how parliament is run, the Prime Minister and relationships. In the Comparative Politics section of the course students will discover about global politics such as sovereignty, globalisation, human rights and the EU. The course develops research and written skills, as well as communication and debating skills.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                       | Assessment                                                                                                                                                                                                                                                            |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Year 12 will primarily focus on the <b>UK Politics and Government</b> sections of the course. There will be some heated debates over relevant issues such as Brexit and different political party views.                                                  | Students will sit all their exams at the end of the 2-year course. There are 3 exams which are 2 hours each and account for <b>33.33%</b> of the course each.<br><b>Paper 1:</b> UK Politics<br><b>Paper 2:</b> UK Government<br><b>Paper 3:</b> Comparative Politics |
| Year 13 | The UK Government component will be completed at the start of Year 13 and then move onto <b>Comparative Politics</b> . This module enables students to move their understanding onto UK's role within the global political world and compare our systems. |                                                                                                                                                                                                                                                                       |

#### Entry Requirements

5 good GCSE results, including Grade 5 in one of English/History/Geography. Students do not need to have studied Politics previously.

#### Connection to the JTFS Approach

| Whole School Theme   | How does Politics support this?                                                                                                                                                                                                                                                           |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Students can partake in Debating Club to develop their debating skills further, including ethics. There is also the chance to join LawSoc who will compete in the Bar Mock Trials. Students can opt to support with the JTFS newsletter by producing and editing articles.                |
| Career opportunities | Politics is considered a facilitating subject by universities meaning it is highly regarded and helps students keep their options open. It supports careers in the Civil Service, local and national Government, journalism, media, law, law enforcement and international organisations. |
| STRIPE               | The course is academically rigorous so requires students to be <b>resilient</b> and <b>reflective</b> when tackling problems. Politics students will use <b>enquirer</b> and <b>participator</b> skills to understand different political perspectives and issues.                        |

## A Level Psychology

### Course code: AQA 7182

#### Aims:

- Psychology is the 'study of the mind and behaviour' and this course is designed to enable students to discover about the mind, the brain and how we behave in society.
- Students will develop an in-depth understanding of the research processes behind psychological theory and investigation and be able to evaluate psychological concepts, theories and research studies.
- The holistic approach of our curriculum inspires individuals to be active citizens and contribute to society in an effective way.

#### Content:

As an A Level Psychology student, you will learn about a number of psychological concepts, including the intricate nature of the brain and how behaviour stems from a number of varying factors within the human body. Over the two-year course, students will cover the key approaches to Psychology; from the biological discipline to the humanistic approach, from the outlook of the behaviourists to the school of cognitive psychological thought. Students will develop knowledge and understanding of research methods, practical research skills and mathematical skills where students will design and conduct their own research as well as analyse and interpret their own data. This underpins everything we study in psychology and becomes pivotal to understanding psychology as a scientific discipline.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                     | Assessment                                                                                                                                                                                                                                                                                      |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Approaches in Psychology (Paper 2)<br>Social Influence (Paper 1)<br>Memory (Paper 1)<br>Attachment (Paper 1)<br>Psychopathology (Paper 1)<br>Research Methods (Paper 2)                                                 | This is a linear course: students will sit all their exams at the end of the 2-year course. There are 3 exams with a mix of multiple choice, short-answer and extended writing questions. All exams are 2 hours.<br><br><b>Paper 1: 33.3%</b><br><b>Paper 2: 33.3%</b><br><b>Paper 3: 33.3%</b> |
| Year 13 | Issues and Debates in Psychology (Paper 3)<br>Biopsychology (Paper 2)<br>Relationships (Paper 3)<br>Schizophrenia (Paper 3)<br>Forensic Psychology (Paper 3)<br>Research methods will be taught throughout each module. |                                                                                                                                                                                                                                                                                                 |

#### Entry Requirements

Grade 6 in Psychology if studied at GCSE. Minimum grade 5 in English and Maths.

#### Connection to the JTFS Approach

| Whole School Theme   | How does Psychology support this?                                                                                                                                                                                                                                                                                                                                             |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Students will complete their own psychology experiments. Within our forensic module we will also take an opportunity to see how the judicial system works in practice by visiting a courtroom.                                                                                                                                                                                |
| Career opportunities | Psychology opens the door to many job opportunities, not solely working as a psychologist. Common types of employment for Psychology graduates are management in any company, sports coaching, training and human resources, police, probation, prison service, nursing or care worker, hospitals, clinical psychologist, social worker, teachers, lecturers and researchers. |
| STRIPE               | <b>Enquirer</b> skills will be enhanced as students develop critical questions about the human mind and behaviour. <b>Self-manager</b> skills are required through the research methods that are taught throughout each module                                                                                                                                                |

## A Level Sociology

### Course code: AQA 7192

#### Aims:

- Sociology aims to broaden student's understanding and knowledge about people and society
- Develop research skills to be able to answer in depth questions about societal structures and perspectives, as well as being able to evaluate concepts and theories
- The holistic approach to this curriculum encourages individuals to become positive contributors to society as a whole

#### Content:

Through studying a range of topics and theoretical perspectives students will develop knowledge and understanding about society. Within the Education with Theory and Methods component students will explore the different perspectives on the purpose of education, the reasons for differences in educational attainment and how social policies have changed our experience of school. Students then study different family structures such as divorce and cohabitation, and onto the role of media in society. The final component is Crime and Deviance with Theory and Methods, this will look into patterns and trends with crime, including explanations on how ethnicity, gender and social class can impact crime. Various research methods will be taught alongside the components to enable understanding of different theories and perspectives.

#### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment                                                                                                                                                                                |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | In Year 12 students will study <b>Education</b> and begin the <b>Topics in Sociology</b> module. The first part of the Topics in Sociology module is around Families and Households, including trends in marriage and divorce. Education involves learning about the role of education and factors that can affect achievement. Students will also learn about research methods. They will prepare for a methods in context question too.                        | Students will sit all their exams at the end of the 2-year course. There are 3 exams with a mix of short-answer and extended writing questions. All exams are 2 hours. <b>33.33% each</b> |
| Year 13 | In Year 13 students will complete their learning on the Topics in Sociology by learning about the Media, this involves learning about the role of media in society and thinking about how media effects our behaviour in society. Learners will then cover the <b>Crime and Deviance</b> module. Students will complete the final section of Theory and Methods. This will involve looking in more depth at sociological theory, such as social action theories. | <b>Paper 1:</b> Education with Theory and Methods<br><b>Paper 2:</b> Topics in Sociology<br><b>Paper 3:</b> Crime and Deviance with Theory and Methods                                    |

#### Entry Requirements

5 good GCSE results, including Grade 5 in one of English/History/Geography. Students do not need to have studied Sociology previously.

#### Connection to the JTFS Approach

| Whole School Theme   | How does Sociology support this?                                                                                                                                                                                                                          |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Students will have the opportunity to see how the judicial system works in practice by visiting a courtroom.                                                                                                                                              |
| Career opportunities | Sociology is a broad subject that is well regarded by employers and universities. Careers in research, social work, management and journalism link well into Sociology, in fact any career that involves working with people is supported by this course. |
| STRIPE               | <b>Enquirer</b> skills will be enhanced as students develop critical questions about the changes in society. <b>Self-manager</b> skills are required through the research methods that are taught throughout each module                                  |

## A Level Spanish

Course code: AQA 7692

### Aims:

- Students will study technological and social change, looking at diversity and the benefits it brings.
- Throughout their studies, students will learn the language in the context of Spanish-speaking countries and the issues and influences which have shaped them.
- Students will study texts and film and carry out independent research on an area of their choice.

### Content:

The approach is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. You'll learn much more than simply how to speak Spanish; you'll develop the ability to understand different dialects and you'll even examine economic, social and cultural differences between northern and southern Spain. You'll immerse yourself in Spanish culture, looking at attitudes towards topics such as marriage, divorce and families. You'll practise reading, writing and speaking Spanish, focusing on the topics of politics, immigration, media, cultural celebrations and Hispanic communities.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                      | Assessments                                                                                                                                                                                                                        |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Artistic culture in the Spanish-speaking world<br>Aspects of Spanish-speaking society: current trends<br><b>Film</b> : Ocho apellidos vascos by Emilio Martinez-Lazaro<br><b>Conversation</b> : weekly speaking sessions with a native speaker           | <b>Listening, Reading and Translation:</b><br>2 hours 30 minutes, 100 marks, <b>50%</b><br><b>Essays:</b> 2 hours, 80 marks, <b>20%</b><br><b>Oral:</b> 21-23 minutes (including 5 minutes preparation time), 60 marks, <b>30%</b> |
| Year 13 | Aspects of Spanish-speaking society: current issues<br>Aspects of political life in the Spanish-speaking world<br><b>Literary text:</b> Como agua para chocolate by Laura Esquivel<br><b>Conversation:</b> weekly speaking session with a native speaker |                                                                                                                                                                                                                                    |

### Entry Requirements

Grade 6 in GCSE Spanish

### Connection to the JTFS Approach

| Whole School Theme   | How does Spanish support this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Trip abroad to Spain at the end of Year 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Career opportunities | Interpreter/Translator, Modern languages in education, international development worker (environment, human rights, disaster relief, research, fundraising), Law, Diplomacy, Journalism, Business, Logistics, Finance, Marketing, Advertising, and Public Relations (PR).                                                                                                                                                                                                                                                                                                                                                                 |
| STRIPE               | <b>Self-manager:</b> Students will develop their organisational skills and understand the importance of independent work outside of lesson time in order to deepen their knowledge.<br><b>Enquirer:</b> Students will be responsible for the majority of their speaking examination by researching and investigating an area of the curriculum in which they will become an expert.<br><b>Reflection and resilience:</b> Learning a foreign language will challenge student's confidence and they will learn to be persistent, target and reflect on their own strengths and weaknesses in order to perform to the best of their ability. |

## BTEC Level 3 National Extended Certificate in Business

Course code: 601/7159/5

### Aims:

- To look in depth at all areas of business, and the work they do
- Use knowledge to make critical judgements about the success (or failure) of companies
- To develop understanding of key business functions

### Content:

The Pearson BTEC Level 3 National Extended Certificate in Business is an applied qualification, it is for Post 16 learners who want to continue their education through applied learning. The course covers content on the business environment, finance and marketing in its mandatory units. There is a course work element to this course so students will need to be able to manage their time well and meet deadlines.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                   | Assessment                                                                                                                                                                                                  |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Students will start with Unit 1, Exploring Business. This involves building up knowledge of the purpose, structure and nature of business and how it exists in the external environment. They will then move onto the first externally assessed unit, Developing a Marketing Campaign. This involves the development of successful marketing campaigns for a given business scenario. | 4 units of which 3 are mandatory and 1 is optional.<br><b>Mandatory content is 83%.</b><br><b>The remaining 17% is a specified optional unit.</b>                                                           |
| Year 13 | Students will start with the external exam unit, looking at personal and business finance, using various methods of analysis to evaluate business performance. The final unit will be recruitment and selection, looking at the recruitment process in different business organisations.                                                                                              | Two of the units will be externally assessed, where students will do them in exam conditions and the remaining two units are coursework units which will be marked internally and then verified externally. |

### Entry Requirements

Grade 4 in 5 subjects, including both English and Maths. If Business is taken, then a Grade 4 is required, however students do not need to have studied Business previously.

### Connection to the JTFS Approach

| Whole School Theme   | How does BTEC Business support this?                                                                                                                                                                                                                                                                                                                   |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Students will have the opportunity to develop entrepreneurial skills through activities such as the Young Enterprise Company Programme in Year 12, where they will start a business and trade for a year. Students will also have the opportunity to hear from many businesses and employers via the assembly programme.                               |
| Career opportunities | Business is involved in so many career areas in the modern world of work, students will be prepared to enter employment, gain apprenticeship opportunities or apply for higher education. The course provides an overview of all areas of business, so a good basis for most careers in finance, management, human resources, marketing or operations. |
| STRIPE               | Students will be completing coursework tasks; this involves the development of <b>self-manager</b> skills to meet deadlines and <b>resilience</b> when receiving important feedback. Working as part of a team will be integrated into units of work, so being a <b>team player</b> will be crucial.                                                   |

## BTEC National in Early Childhood Development

Course code: 610/3966/4

### Aims:

- The Pearson Level 3 Alternative Academic Qualification BTEC National in Early Childhood Development (Extended Certificate) allows students to engage in a broad investigation of the children's care and education sector (0-8 years)
- The qualification pairs well with Sociology, Psychology, Biology and English
- Students will be graded at a Pass, Merit, Distinction or Distinction\*

### Content:

The qualification has four mandatory units covering the following topics:

- Children's development
- Keeping Children Safe
- Play and Learning
- Research and Reflective Practice

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment                                                                                                                                         |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | <b>Unit 1: Children's Development</b><br>Students explore children's developmental progress from birth up to eight years. They will examine theories, principles and factors relating to development.<br><b>Unit 2: Keeping Children Safe</b><br>Students explore the responsibilities of a professional to maintain health and safety as well as ensuring effective safeguarding measures are in place. They will understand what to do in an emergency and when to address concerns about a child's welfare. | An external examination set and marked by Pearson ( <b>80 marks</b> )<br><br>An external examination set and marked by Pearson ( <b>80 marks</b> ) |
| Year 13 | <b>Unit 3: Play and Learning</b><br>Students explore the concept of play, the influence of theories and approaches to play, and the benefits of play and learning activities for children.<br><b>Unit 4: Research and Reflective Practice in an Early Childhood Setting</b><br>Students understand how research findings influence policy and provision for children and are able to reflect on how this influences their own behaviour and expectations in the work placement environment                     | An internal set assignment carried out over 15 hours.<br><br>An internal set assignment carried out over 15 hours.                                 |

### Entry Requirements

5 good GCSE results, including Grade 4 in GCSE English

### Connection to the JTFS Approach

| Whole School Theme   | How does Early Childhood Development support this?                                                                                                                                                                                               |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | There will be opportunities to visit early years providers across the JTMAT to support learning beyond the taught curriculum.                                                                                                                    |
| Career opportunities | Students who complete this course may go on to careers working with young children such as Early Years Practitioners / Nursery Nurse, Teaching Assistant, Childminder, Special Educational Needs (SEN) Support Assistant & Family Support Worker |
| STRIPE               | Throughout this course students will complete many internal assignments requiring <b>self-manager</b> skills. They will need to have <b>enquirer</b> skills so they can research and complete investigations.                                    |

**BTEC Level 3 Alternative Academic Qualification in Food Science and Nutrition**  
**Course code: FSN326 (Extended certificate - 610/6189/X)**

**Aims:**

- Develop intellectual curiosity into Food science and nutrition, creatively designing and making food to help solve food production problems in service and manufacturing industries, including understanding nutritional needs of specific groups
- Be able to use a range of skills and knowledge from other subject areas, including the use of science and mathematics, to ensure food is safe for consumers to eat.

**Content:**

The qualification will be delivered over two years and is made up of four units. The first two mandatory units will enable the learner to demonstrate an understanding of the science of food safety, nutrition, and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills and produce quality food items to meet the needs of individuals. The third mandatory unit will allow learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again, practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

**Curriculum Map**

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment                                                                                                                                                                                                                                                                                                                                                        |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Unit 1: Meeting Nutritional Needs of Specific Groups, involves both theory and practical work to allow students to demonstrate an understanding of the science of nutrition and nutritional needs in a wide range of contexts. Unit 2: Developing practical food production skills will be taught alongside Unit 1 and will allow learners to experience on-going practical sessions, to gain a wide range of skills to produce food items to meet the needs of individuals. This will allow learners to demonstrate their practical abilities and support their theoretical understanding. It is also assessed through the internal coursework.                                                                                                                                                                                                                                                                               | <b>Unit 1:</b> Nutritional needs across the life stages.<br><b>Written exam</b> (1 hr 30 mins)<br><b>25%</b> (June)<br><br><b>Unit 2:</b> Developing practical food production skills.<br><b>Internal assessment</b><br><b>25%</b> (portfolio May)                                                                                                                |
| Year 13 | The third mandatory unit, Unit 3: Ensuring Food is Safe to Eat is externally marked and involves learners developing an understanding of hazards and risks in relation to the storage, preparation, cooking and serving of food items indifferent environments and the control measures needed to minimise these risks. The final module is a optional choice between Unit 4: Experimenting to solve food production problems or Unit 5: Current issues in food science and nutrition Experimenting to Solve Food Production Problems. This is a practical unit of work which will result in a portfolio of work. This unit allows you the opportunity to study subjects of particular interest. Learners apply knowledge from across the other 3 units to understand the scientific properties of food to allow them to plan and carry out a range of experiments with the aim of solving real world for production problems. | <b>Unit 3:</b> Principles of food hygiene and food safety<br><b>Written exam</b> (1 hr 30 mins)<br><b>25%</b><br><b>External assessment</b> (June)<br><br><b>Unit 4:</b> Experimenting to solve food production problems<br><b>OR Unit 5:</b> Current issues in food science and nutrition<br><b>Internal assessment 25%</b><br>(portfolio submitted in February) |



## Entry Requirements

5 good GCSE results, including Grade 4 in at least one of English and Maths. Grade 5 in GCSE Food Preparation and Nutrition if taken. Students do not need to have studied Food previously.

## Connection to the JTFS Approach

| Whole School Theme   | How does Food Science and Nutrition support this?                                                                                                                                                                                                                                                                                                                                                 |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Students will have the opportunity to visit taster days at University College Birmingham. There will be industry Q&A with chefs, bakers, and industry product developers. Within school learners can join the 30-minute meals club to develop life skills of cooking and nutrition for when they leave home.                                                                                      |
| Career opportunities | An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. |
| STRIPE               | By studying this qualification in Food Science and Nutrition, STRIPE skills will be at the forefront of everything we do. The themes of <b>innovation</b> , <b>enquiry</b> , and <b>self-management</b> stripe skills and habit will place themselves in the best position to critically design and make, solving real world problems.                                                            |

Please note this course may convert to T-Level Food and Hospitality based on government changes.

## BTEC Level 3 Extended Certificate in Music Performance 603/3027/2

### Aims :

- To give students a broad overview of the Music sector, with a focus on performance, including musical skills development and professional practice
- Develop practical music skills: planning, composing, rehearsing and performing in front of a live audience

### Content:

This qualification offers an engaging programme to support learners with an interest in the sector of Music and practical skills, focusing on the Music industry, Music theory, Music composition and ensemble performance.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment                                                                                                    |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Year 12 | <p>In Year 12 students will study 2 units:</p> <p><b>Practical Music Theory and Harmony</b><br/>Learners develop knowledge and understanding of music theory and harmony, and apply their understanding in practical scenarios.</p> <p><b>Option 1: Solo Performance</b><br/>Learners explore the preparation and performance of music as a soloist before performing in front of an audience.</p> <p><b>Option 2: Composing Music</b><br/>Learners explore composing music from the initial stages to the final product, developing skills for composition in a variety of styles.<br/>(Options are chosen at the discretion of the teacher based on candidates' skill set)</p> | <p>4 units, of which 3 are mandatory and 2 external.</p> <p>Mandatory units 83%</p> <p>External units 58%</p> |
| Year 13 | <p>In Year 13 students will study 2 remaining units:</p> <p><b>Professional Practice in the Music Industry</b><br/>Learners explore what it is that makes someone a professional in the music industry and how to put forward a bid for work.</p> <p><b>Ensemble Music Performance</b><br/>Learners work as part of a musical ensemble and develop their skills and techniques in rehearsal and performance.</p>                                                                                                                                                                                                                                                                 |                                                                                                               |

### Entry Requirements

5 good GCSE results, including Grade 4 in at least one of English and Maths. Grade 5 in GCSE Music.

### Connection to the JTFS Approach

| Whole School Theme   | How does Music Performance support this?                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Opportunities to visit live performances and perform in front of an audience.                                                                                                                                                                                                                                                                                                                                                            |
| Career opportunities | <p>This qualification gives learners transferable and higher-order skills that are valued by higher education providers and employers, for example:</p> <ul style="list-style-type: none"> <li>• Interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation</li> <li>• Intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development.</li> </ul> |
| STRIPE               | <b>Team player</b> skills are key as students will work together when producing performances for the ensemble unit, <b>Innovate and create</b> as they produce original pieces of musical work.                                                                                                                                                                                                                                          |

## BTEC Level 3 National Extended Certificate in Sport

### Aims:

- Develop theoretical knowledge and understanding of the physical factors that underpin physical activity and sport
- Investigate business in the sport and active leisure industry
- Understand the psychological techniques that can be used to improve performance sports performance

### Content:

The BTEC Level 3 National Extended Certificate in Sport is aimed at students who have a passion for sport and are potentially looking to follow a career in sports performance, coaching/teaching, officiating, journalism or medicine. The course uses a combination of assessment styles to help students apply their knowledge to succeed in the workplace and develop study skills to continue in higher education. Students will study each unit in depth to acquire a range of practical and transferable skills. The course content includes four units, anatomy and physiology, fitness training, professional development in the sports industry and sports psychology.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessment                                                                                                                                                                                                                                                                                         |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | In Year 12 students will study <b>anatomy and physiology</b> where they will develop their understanding of the body's systems and apply their understanding in an external assessment. Students will then study <b>fitness testing</b> where they will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and wellbeing.                                                                                                                                | BTEC sport uses a combination of assessment styles to give students the confidence to apply their knowledge<br><br><b>Unit 1 Anatomy and physiology:</b> 1 hour 30-minute written exam<br><b>Unit 2 Fitness testing:</b> a task is set by the exam board and completed under supervised conditions |
| Year 13 | In Year 13 students will study <b>professional development in the sports industry</b> . Students will explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities. Students will then study <b>sports psychology</b> ; student will learn about the psychological dimensions of sport and be introduced to psychological techniques that can be used to enhance performance. | <b>Unit 3:</b> Professional development in the sports industry<br><b>Unit 6:</b> Sports Psychology<br><br>Students are expected to keep files of written coursework, logbooks of practical performance and be involved in sport both inside and outside of school                                  |

### Entry Requirements

GCSE Grade 4/5 in Physical Education.

### Connection to the JTFS Approach

| Whole School Theme   | How does PE support this?                                                                                                                                                                                                                                                                                                    |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Students will be expected to attend a range of PE enrichment activities to support their studies. The JTFS teams compete in local competitions and there is the opportunity for students to coach younger teams.                                                                                                             |
| Career opportunities | Physical Education complements further study in biology, human biology, physics, psychology, nutrition, sociology and many more. BTEC Sport can open a range of career opportunities including sports development, sports coaching, physiotherapy, personal training or becoming one of the next generations of PE teachers. |
| STRIPE               | <b>Self-manager</b> skills are used to plan and organise work in and out of school. Students will be challenged by theoretical content so will need to show <b>resilience</b> and <b>reflection</b> , whilst <b>innovate</b>                                                                                                 |

|  |                                                                                                                                                 |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------|
|  | and create skills are evident throughout. <b>Team player</b> skills will be developed through participation in practical aspects of the course. |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------|

## BTEC Level 3 Extended Certificate in Performing Arts

Course Code: 601/7233/2

### Aims:

- Develop the student in either Acting, Dancing or Musical Theatre with skills necessary for live performance.
- Develop practical skills required for performance: creating, composing, rehearsing and performing in front of a live audience.

### Content:

This qualification offers an engaging programme to support learners with an interest in Acting, Dancing or Musical Theatre. The course consists of 4 units, of which three are mandatory and one of these is externally assessed. Mandatory units: Students can choose their pathway of study, in either Acting, Dancing or Musical Theatre.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                        | Assessment                                                                                             |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Year 12 | In Year 12 students will study 2 units:<br><b>Developing Skills and Techniques for Performance</b> Performing in front of a live audience and understanding the role of the Actor, Dancer or Musical Theatre student<br><b>Investigating Practitioner's work:</b> Students will study the work and theories from leading experts within their chosen field | 4 units, of which 3 are mandatory and 2 external.<br><br>Mandatory units 83%<br><br>External units 58% |
| Year 13 | In Year 13 students will study 2 remaining acting units:<br><b>Musical Theatre Techniques</b><br><b>Acting Styles</b><br><b>Choreography for live performance</b><br><b>Group Performance workshop:</b> Working in an ensemble to create and perform an original piece of Drama/Dance/Musical Theatre                                                      |                                                                                                        |

### Entry Requirements

5 good GCSE results, including Grade 4 in at least one of English and Maths. Grade 4 in GCSE Drama, Dance or Music if taken.

### Connection to the JTFS Approach

| Whole School Theme   | How does Performing Arts support this?                                                                                                                                                                                                                                                                           |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | Live theatre events (professional and amateur) will be attended as part of the course. There are additional opportunities to take part in whole school productions, ranging from musicals, plays and live performances. Students can take part as performers, directors or members of the wider production team. |
| Career opportunities | This course provides learners with skills for entry to employment in the Creative and Performing Arts industry, for example, careers like film director, producer or actor. It also aids careers in broader spheres such as community arts worker, drama-therapist, journalism and broadcasting.                 |
| STRIPE               | <b>Team player</b> skills are key as students will work together when producing performances, whether that be acting together, or taking on responsibility for lights/technical. Students have to <b>innovate and create</b> as they produce original pieces of dramatic work.                                   |



John Taylor Free School

Post 16

Additional Opportunities

## Enrichment

Alongside our regular Enrichment offer during lunch and after school, the Post 16 students have a dedicated 2 period afternoon block on their timetable where they can opt for a variety of additional qualifications or activities.

The enrichment offer will develop over time, but some key strands and groups are listed below to give an example of what to expect from enrichment at Post 16 with JTFS. There will be developments to this offer as the Post 16 provision progresses.

- **Extended Project Qualification (EPQ)** – see the next page
- **Life Skills: DIY** – students learn practical DIY skills such as wiring a plug and putting up shelves
- **Life Skills: Cooking** – students learn how to cook on a budget, ready for when they leave home
- **Life Skills: Careers** – students learn practical information on careers pathways
- **Public Speaking** – students discover the skills behind public speaking and debate
- **NGA Football Academy** – students train and compete at a high level
- **Aspiring Educators** – volunteering at a local primary school supporting younger students
- **Work Experience** – students may choose to complete a weekly Work Experience placement in this time



Alongside the above timetabled Enrichment offer there are various other opportunities that allow our Post 16 students to thrive beyond their taught curriculum. Some examples include:

- **Duke of Edinburgh Award**

Students can opt to complete the Duke of Edinburgh Gold Award. The award involves completing 4 sections: skill, volunteering, physical and an expedition. For the Gold Award residential.

students also have to complete a

- **Bar Mock Trial Team**

The Bar Mock Trial helps young people to gain an insight into the legal justice system. The students are given a criminal case that they use to prepare legal arguments which they then present at a regional heat.

- **Various Sports Teams**

There are chances to play and coach other sports such as volleyball, badminton and netball.

- **Senior Maths Challenge**

Compete in the Senior Maths Challenge. Students with top scores are awarded Bronze, Silver or Gold certificates. The competition is designed to develop problem solving skills, allowing students to apply their maths knowledge in new situations.

- **New York Trip**

Initially aimed at Art and Business students this visit runs biennially in February half term

- **Spain/France Trip**

Students studying Spanish or French A Level will have the chance to visit the country on a school led residential to delve further into the culture and practising their language skills. This trip runs biennially.

All Year 12 students also have a week of Work Experience and a dedicated Enrichment Week to further enhance their broader experiences.



## Extended Project Qualification (EPQ)

Course code: AQA 7993

### Aims:

- To become more critical, reflective and independent learners
- Increase planning, research, analysis and presentation skills
- To demonstrate creativity, innovation and enterprise

### Content:

EPQ is an A-Level standard standalone qualification designed to extend and develop students' abilities beyond their A-Level syllabuses and prepare them for university or their future career. It allows students to lead their own projects; they plan and carry out research on a topic that they've chosen. Learners can take inspiration from something touched on in their A-Level courses or something personal and unrelated to their studies.

### Curriculum Map

| Year    | Curriculum Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assessment                                                                                                                                                                                                                                                                                                                                                                                        |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | Students can earn up to 28 additional UCAS points (half an A Level) by completing this qualification and should be taken alongside 3 other A Level or equivalent subjects.<br>It will be taught in one double period per week, where students will have guidance from a member of teaching staff and guided time to research, plan and write. Students will need to dedicate time outside of this lesson to finish the project. Once students have finished the EPQ they can opt for another enrichment option.<br>The qualification takes around 90 hours to complete meaning there is substantial independent study required. | EPQ assess across a series of key evidence that is submitted: <ul style="list-style-type: none"><li>• completed logbook</li><li>• project itself, usually 5000-word report or an artefact, for example art piece or computer program, plus a minimum 1000-word report</li><li>• presentation covering all aspects of the project process delivered to a non-specialist invited audience</li></ul> |
| Year 13 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                   |

### Entry Requirements

Good GCSE passes in all subjects. If the course is oversubscribed, we will select based on GCSE results and initial project proposal

### Connection to the JTFS Approach

| Whole School Theme   | How does EPQ support this?                                                                                                                                                                                                                                                               |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment           | EPQ is completed as an enrichment option as it can enhance their learning in their chosen Post 16 courses and/or develop a broader love of learning as they delve into a topic of their choice. Students will complete a presentation which will improve their ability to give a speech. |
| Career opportunities | Research has shown that a strong performance in EPQ correlates with a high degree, which means it is looked upon favourably by universities. It develops the skills that universities and employers demand.                                                                              |
| STRIPE               | By taking responsibility for the choice, design and decision making of an individual project, students must show strong <b>self-manager</b> skills as well as being effective <b>enquirers</b> .                                                                                         |