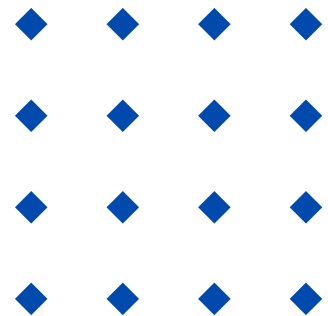


Archbishop Isley Catholic Sixth Form

Embrace your future



SIXTH FORM PROSPECTUS 2023-2024

Entry Requirements

Admission to Year 12 is subject to students meeting the following minimum entry requirements:

- Achieving 5 Grade 5s including GCSE English Language and GCSE Mathematics
- Meeting the specific entry requirements for each individual subject that a student opts for

Individual Subject Entry Requirements:

Level and Subject	Subject Specific Criteria
Art A Level	Grade 5 in GCSE Fine Art
Biology A Level	Grade 5 in GCSE Biology
Business A Level	Grade 5 in GCSE English Language or Literature and Grade 5 in GCSE Mathematics. A GCSE in Business Studies is desirable but not essential
Chemistry A Level	Grade 5 in GCSE Chemistry, Grade 5 in GCSE Mathematics, Grade 6 in combined Science/Triple Chemistry
Level 3 Applied Certificate and Diploma in Criminology	Grade 5 in GCSE English Language or Grade 5 in two Humanities subjects or Grade 5 in two Sciences
English Literature A Level	Grade 5 in GCSE English Language or GCSE English Literature
Environmental Science A Level	Grade 5 in English Language or GCSE English Literature; Grade 5 in GCSE Mathematics; Grade 5 or above in a Science subject; GCSE Geography is preferable but not necessary
French A Level	Grade 5 in GCSE French, Higher papers
Geography A Level	Grade 5 in GCSE Geography or Grade 5 in GCSE English Language or Literature, or Grade 5 in GCSE Mathematics
Health and Social Care BTEC	Grades 9-4 x5 including GCSE Mathematics and GCSE English Language or English Literature, a Merit or equivalent in GCSE Health & Social Care
History A Level	Grade 5 in GCSE History or Grade 5 in English Language or GCSE English Literature

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Level and Subject	Subject Specific Criteria
OCR Cambridge Technical introductory Diploma in IT (Application design strand)	Grade 5 or equivalent in GCSE IT or iMedia; Grade 5 in GCSE English Language or Literature and Grade 5 in GCSE Mathematics
Mathematics A Level	Grade 7 + in GCSE Mathematics. We may in exceptional circumstances accept a 'high' grade 6.
Media Studies A Level	Grade 5 in GCSE Media Studies or Grade 5 in GCSE English Language or Literature. A GCSE in Media Studies is desirable but not essential
Physics A Level	Grade 7 in GCSE Physics and Grade 6 in GCSE Mathematics
Politics A Level	Grade 5 in any GCSE Humanities (inc RS) and Grade 5 in GCSE English Language and/or English Literature
Product Design A Level	Grade 5 in GCSE Design & Technology is a requirement. Grade 5 in GCSE English Language or English Literature and Grade 5 in GCSE Mathematics
Psychology A Level	Grade 5 in GCSE Sciences or Grade 5 in GCSE Mathematics and Grade 5 in GCSE English Language or English Literature
Sociology A Level	Grade 5 GCSE English Language or Literature; Grade in any GCSE Humanities (inc RS) or Grade 5 in any two GCSE Sciences
Philosophy, Ethics & Theology A Level	Grade 5 in GCSE Religious Studies or Grade 6 in GCSE Humanities
OCR Cambridge Technical Extended Certificate in Sport and Physical Activity	Grades 9-4 x5 at Grade 4 (including GCSE English Language or Literature and GCSE Mathematics), a Merit grade in OCR Sports Science/Studies or Grade 5 in GCSE PE. Evidence of involvement in sport or physical activity either in or outside of school
Spanish A Level	Grade 5 in GCSE Spanish, Higher papers

Students will also study CoRE. CoRE is a non-examined subject which encourages students to continue on their faith journey by exploring a range of topics from a religious and non-religious perspective. All students attend CoRE lessons.

Enrichment Subject. Students choose either:
EPQ or Core Mathematics (Grade 4 in GCSE Mathematics)

Welcome to Sixth Form!

We are proud of the achievements of our Sixth Form and feel very strongly, that Archbishop Ilsley offers some of the best opportunities for post-16 education in the area. We believe it is the quality of teaching, learning and relationships with staff that make the difference to your adult chances of success.

One of the major strengths of Archbishop Ilsley's Sixth Form is our pastoral system. Personal Tutors take primary responsibility for monitoring the progress of each student in their tutor group and in addition, we offer all of our students a comprehensive system of careers and higher education advice and counselling.

We look forward to working with you in this crucial stage in your education.

Mr C Clinton - Head Teacher

We are delighted to welcome you to Archbishop Ilsley's Catholic Sixth Form. Thank you for choosing us as your educational establishment for the next two years; two years that are critically important in your personal and educational development.

Our mission is very simple and so very important – we want you to become successful citizens with excellent academic success and the ability to be kind yet influential citizens; our saints of the 21st century, dedicated to and called to a life of service to self, God and others. We hope that your next two years with us will be an exciting time. A time filled with great opportunities for you to learn, achieve and participate in a range of exciting enrichment activities.

Over the next two years, you will be specialising in subjects that you are passionate about and you will make important decisions about what you will do once you have completed compulsory education. We understand that the jump from GCSE to A Level qualifications can be challenging but we are here to guide you to success in your chosen pathway. There is always someone here to support you. We will provide you with quality first teaching in your subjects and support you to become independent, resilient learners who are both reactive and proactive in your approach to your studies.

Ultimately, we seek to help you to define your pathway whether that be to university, apprenticeships or the world of work. We also aim to give you the best possible Sixth Form experience and to this end, we set high standards from the very beginning in terms of student conduct and effort. We expect you all to be the best you can be in all areas of your Sixth Form life.

You are all ambassadors of our school and role models for our younger pupils, who see you as a source of inspiration; we hope that those pupils aspire to one day be a Sixth Form student here themselves.

Mrs L Grant – Assistant Head and Head of Sixth Form

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Message from our Head Boy and Head Girl



Welcome to Archbishop Ilesley Sixth Form! We'd like to start by thanking you for expressing an interest in our school Sixth Form. Currently Head Girl and Head Boy, we are in Year 13, preparing for our A Levels and we hope to go on to university next year. We both went to St Thomas Moore primary school and 7 years ago we began our journey in Year 7, excited to embark on the next step of our education. Despite the excitement, there were also inevitable nerves and we began school lacking confidence. However, over the years, we have been supported by teachers who have believed in us and pushed us to reach our full potential. From working tirelessly to provide lessons both in and beyond school hours, to supporting the development of every student, our teachers are an integral part of Ilesley.

Another huge part of our school community, are the opportunities that we can partake in. Educational trips allow us to immerse ourselves in the subjects that we are studying. Our enrichment hours provide us with the opportunity to engage in extra curricular interests and support school. We have excellent facilities such as the swimming pool, muga and astro alongside a newly refurbished Sixth Form Common Room, Study Room and kitchen area.

Our school motto is, 'Let Your Light Shine.' We are encouraged to be our true selves, take risks and be successful. When choosing where to continue our education post Year 11, Ilesley's Sixth Form was the first option for both of us and we are very happy that we stayed on. We've been supported continuously and been surrounded by a community of people who care and are aspirational for us.

Our school's foundation is built on the Catholic Social Teachings of Jesus Christ and these are exemplified through the charitable events that take place in school including our school partnership with the Global Links Programme. Whilst in Year 12, we both had the once in a lifetime opportunity of visiting the country of Cambodia and facilitating educational workshops to children in schools. It was a very humbling experience and one we will never forget. We learnt so much from our time there. For us to be able to support the children and the local community, really was Catholic Social Teaching in action and this is now something that other Year 12 students will benefit from year after year.

We really believe that Archbishop Ilesley was the best choice we could have made and we really hope that this will be the same for you!

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About us: Why is Archbishop Ilsley called... Archbishop Ilsley?



Archbishop Ilsley is named after someone called Edward Ilsley. Edward Ilsley was born in Stafford in 1840. He was a priest up the road in Olton. He was passionate about the education and welfare of children living in Acocks Green and East Birmingham. He was very worried that so many children were living in poverty in the 19th century. Ilsley's main concern was that they should be cared for but also be given a Catholic education. He was a champion of the local youth in the area. In 1905, it was said that in the Catholic circles in the Midlands, there was no one as loved as Edward Ilsley. After being promoted to bishop in 1888, he was appointed the first Archbishop of Birmingham in 1911. He died in 1926.

When a Catholic School was built in Acocks Green in 1957, it was decided to name it after Edward Ilsley, who had died 30 years earlier, as he had been so passionate about Catholic education and about caring for the local children.

Edward Ilsley is not a saint. However, if you pray for him privately and a miracle happens, YOU could set him on the road to becoming one! Maybe then, Archbishop Ilsley would be renamed St Edward's Catholic School. Get praying!

This is the coat of arms of Edward the Confessor. He died in 1066. He was a strong king but also had a deep faith. When he died, the French saw their opportunity to invade and seize the throne. This is why the famous Battle of Hastings took place in 1066. His coat of arms is a golden cross and five birds (these are doves, which symbolise hope; others say they are marlets, which are a mythical bird). King Edward built the famous Westminster Abbey in London. William the Conqueror was determined to be crowned there, to make a link with Edward.



This is the coat of arms of Edward Ilsley. You can see that half of it is the same as his namesake, Edward the Confessor. Edward the Confessor was made a saint after he died, so he is actually Saint Edward. It's easy to forget that before Henry VIII, all kings and queens of England would have been Catholic. King Edward ruled at a peaceful time when all of England lived in religious tolerance. Archbishop Ilsley wanted Birmingham to be a peaceful tolerant place, so therefore adopted St Edward's coat of arms.



Prayer for Archbishop Ilsley

**Dear Lord,
Edward Ilsley, the first Archbishop of Birmingham,
cared so much for the children of Acocks Green and East and Central Birmingham.
Allow us to be inspired by his example,
as we reflect on our vocation and seek to thrive,
make use of our talents and be aspirational.**

Amen

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Our Sixth Form Prayer

“Not all of us can do great things. But we can do small things with great love.”



Our Sixth Form Patron Saint is Saint Teresa of Calcutta.

Mother Teresa was a Catholic nun and missionary. She is famous for her charitable works and helping the poor, hungry and sick people of India. She founded the Missionaries of Charity, who ran over 500 missions worldwide. She was canonised as a Saint by the Catholic church in 2016.

God, our Father and Creator

You granted St Teresa of Calcutta a life of devoted service to you through her faith and ministry to the poor and sick.

Through her example and intercession, grant us the strength to follow in her footsteps.

We pray that we can continue her mission of mercy.

Help us to be compassionate and kind in our interactions with others, to be joyous and grateful for all that we have,

to be enthusiastic and determined as we strive to reach our goals, to be hardworking during these years of intense study and examinations, to be strong enough to learn new things and to overcome the difficulties we meet.

Guide us in our daily endeavours and inspire us to reach our potential.

And as you showed us, may we treat each other with love, respect and wisdom.

We pray this through Christ our Lord

Amen

St Teresa of Calcutta, pray for us.

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Academic Expectations



The two years in Sixth Form are probably the most important in your education and will determine the path you take in life. They should be the most enjoyable and fulfilling of your school career.

Here at Archbishop Ilsley Sixth Form, you will be encouraged, challenged and stretched in your academic achievement, social confidence and personal development to strive for excellence. We expect all of our students to be aspirational.

In the Sixth Form, students take a far greater level of individual responsibility for their education. Independence is an important part of a students' development; we support our students in adopting a proactive approach to learning.

The most successful students are those who understand 'how' they learn. It is important for all of our students to be curious, active learners. In tutor time, students will be taught a range of strategies to support their learning and revision. These will include The Cornell Notes Method, Brain Dumps, Mind Mapping, Self-Quizzing and Flashcards. Students will also learn about the Sixth Form Mindset focusing on six successful learning habits:



Students should seek help from their subject teachers and tutors if they are struggling to work independently.

Students will have several non-contact periods on their timetable per week.

These are study periods and should be used wisely, as students will have a lot of work to complete outside of the classroom. No students will have 'free periods'.

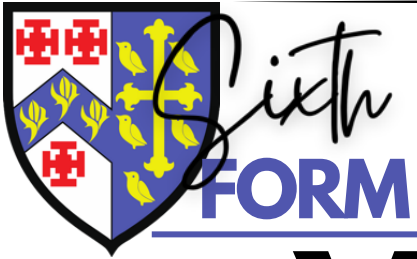
Sixth Form students can use the Study Room or Library for quiet, private study and the Common Room for more group work tasks. In addition, it is our expectation, that students are studying at home during the evenings and at weekends.

As a general rule, students should spend around fifteen hours a week studying (based on 3 A Levels), in addition to lesson time; sometimes it will need to be more than this.

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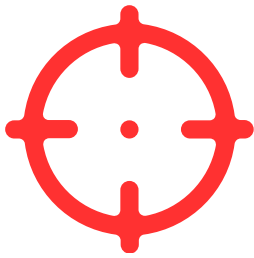
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THE SIXTH FORM MINDSET

VESPAR

"We are what we repeatedly do. Excellence, therefore, is not an act, but a habit." - Aristotle



VISION

Have a clear goal that you want to achieve

EFFORT

Work hard in lessons



SYSTEMS

Be equipped and ready to learn; be organised

PRACTICE

Listen to your teachers; master your learning

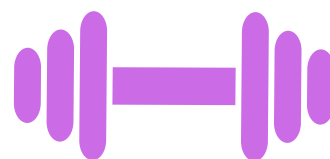


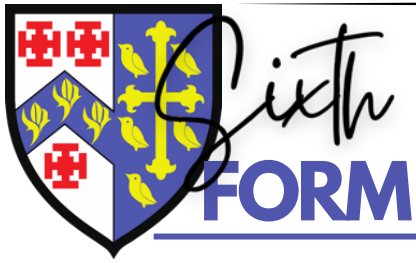
ATTITUDE

Listen attentively and act on advice given

RESILIENCE

Never give up!





THE SIXTH FORM MINDSET

“We are what we repeatedly do. Excellence, therefore, is not an act, but a habit.” - Aristotle

BEHAVIOUR AND CONDUCT ‘THE SIXTH FORM SIX’

OUTSIDE LESSONS, WE EXPECT ALL SIXTH FORM STUDENTS TO BE – PRIMED TO BE ROLE MODELS:

1. **Punctual** - Be on time to school and all lessons
2. **Respect** - Treat all with respect – be role models to those around you
3. **Identifiable** - Lanyards to be worn at all times
4. **Mobiles** - Mobile phones or Airpods should be used in the Common Room only.
5. **Engage** with Study and Enrichment time purposefully
6. **Dress code** to be worn with pride

INSIDE LESSONS, WE EXPECT ALL SIXTH FORM STUDENTS TO DEMONSTRATE:

1. **Vision** - have a clear goal that you want to achieve
2. **Effort** – work hard in lessons
3. **Systems** - be equipped and ready to learn; be organised
4. **Practice** – listen to your teachers; master your learning
5. **Attitude** - listen attentively and act on advice given
6. **Resilience** - never give up!

ClassCharts is used to reward positive learning behaviours and address sanctions. On enrolling into Sixth Form, all students will sign a copy of the Sixth Form Contract which outlines our expectations. This is also signed by parents/carers and tutors.

Course Choices



- Students must choose **THREE** subjects as their main programme of study from the options detailed
- Students will then choose either EPQ or Core Mathematics as their Enrichment subject
- Please note, that Core Mathematics cannot be studied alongside A Level Mathematics
- All students will also study CoRE
- Please be aware that courses are subject to demand and/or educational viability
- Students will then choose from a programme of Enrichment activities



Sixth form students are encouraged to contribute to the life of school and wider community. This includes taking part in the senior student leadership team, fundraising for charitable causes and supporting younger pupils. Pupils talk highly of the careers support they receive. A significant number of pupils also undertake the Duke of Edinburgh Award. These experiences contribute towards pupils' personal development well."

(OFSTED, Oct 2023)

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“Creativity takes courage.”
– Henri Matisse

Art A Level



Exam Board: OCR

Subject Specific Criteria:

- Grade 5 in GCSE Fine Art

The two A-level courses are: Art & Design: Fine Art, and Art, Craft & Design: Combined Specialisms. These are 2-year linear courses, with an external set task until the end of Year 2.

Year 12 - Experimentation with a range of materials and techniques, media and processes. Skills: Drawing, painting, printmaking & 3D will all be developed. A personal investigation project will begin later in the year, continuing into Year 13.

Assessment:

- **Component 01 Assessment Personal investigation Portfolio** 60% (120 marks) Grade A*-E. This component is internally assessed and moderated externally.
- **Component 02 Assessment Externally Set Task.** Exam: 15 Hours 40% (80 marks) Grade A* - E. This component is internally assessed and moderated externally

Skills Required:

Art & Design: Fine Art (H601)

Learners should:

- Research and acquire techniques and develop skills and understanding in a range of media
- Explore images and resources relating to Fine Art, using traditional or digital methods to produce work
- Demonstrate specialisation in particular materials, media or processes allowing for an appropriate depth of study. Drawing skills should be developed to communicate intentions and ideas.
- Work in one or more areas of Fine Art, such as
- portraiture, landscape, still-life, human form, abstraction, experimental imagery, narrative installation, working in a genre

Art, Craft & Design: Combined Specialisms (H600)

Learners must work in two or more specialisms -

- Fine Art: painting, printmaking or sculpture
- Graphic Communication: illustration, packaging or advertising
- Photography: traditional, digital or moving image
- Textile Design: printed and digital textiles, fashion design or constructed textiles
- Three-Dimensional Design: ceramics, product design or jewellery.
- Critical and Contextual Studies: art theory, artistic movements or architecture

Course Information:

The OCR A Level Art and Design specifications are designed to encourage learners to develop skills, creativity, imagination and independence based on personal experience, taught skills and critical understanding. Learners show this through their responses to a range of stimuli.

Future Opportunities:

Studying Art, Craft and Design can lead to a career in the Creative Industries, as well as developing the intellectual, imaginative and thinking skills that are valued by Universities and Employers.

Courses that follow A Level Art are many. Such as; Foundation Degree in Fine Art, Fine Art BA Hons, BA Hons in Visual Communications.

Subject Enrichment:

- We strongly believe in students experiencing art in real life. Trips to local museums, galleries, locally, nationally and in Europe. There is also opportunity for students to join the mixed year group art trip abroad, for example: Barcelona Trip 2024.
- Catch up sessions during Study Periods, lunchtime and after school Art room availability.
- Students are given opportunities to take on leadership roles in the Art Department teaching and supporting younger students.

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“The most exciting phrase to hear in science, the one that heralds the most discoveries, is not “Eureka!” but “that’s funny.” Isaac Asimov

Biology A Level



Exam Board: OCR Biology A

Subject Specific Criteria:

- **Grade 5 or higher in Biology, or Combined science at GCSE**
- **Grade 5 or higher in English Language or Literature**
- **Grade 5 or higher in Mathematics**

Through A-Level Biology, you will learn about life as it exists now and how evolution has allowed life to come to this point. Key topics covered include:

- Cells, membranes, biological molecules
- Anatomy including nervous system, endocrine system and transport systems
- Evolution, classification and biodiversity
- Diseases
- Genetics
- Plant biology

There is a practical component to the course which makes your A-Level a bit more valuable. There are 12 Practical Activity Groups (PAGs) to complete, each with multiple experiments, ranging from more advanced versions of GCSE level experiments to dissections and even planning your own from scratch. This will indicate to future employers/ educational institutes your skills in this area of science.

Assessment:

The following 3 tests contribute towards your A-Level:

- Paper 1:** Biological Processes, 100 marks assessing modules 1,2,3 and 5. 15 Marks of multiple-choice questions. 1 hour 45 minutes
- Paper 2:** Biological Diversity, 100 marks assessing modules 1,2,4 and 6. 15 marks of multiple-choice questions. 1 hour 45 minutes
- Paper 3:** Unified Biology, 70 marks assessing modules 1-6. 1 hour 45 minutes

The following component will influence the grade of your exam paper.

Component 4: Practical Endorsement in Biology, a series of practicals measured separately from the A-Level.

Skills Required:

- Independent learning
- A good level of written English
- A good understanding of GCSE Mathematics
- An interest in biology
- An analytical mindset

Course Information:

Multiple assessment objectives make up the assessments you will take part in. They are as follows:

- **AO1:** Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- **AO2:** Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
 - in a theoretical context
 - in a practical context
 - when handling qualitative data
- **AO3:** Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
 - make judgements and reach conclusions
 - develop and refine practical design and procedures.

Future Opportunities:

Biology is a very popular science at many universities around the country. It can lead into much more specialised aspects of biology, from interests such as Evolutionary Biology to careers such as Medicine. While biology is not always necessary for medicine degrees, it is very helpful and provides a start into the types of anatomy you will look at.

Subject Enrichment:

- Opportunities for a residential field trip to examine the ecology side of the PAGs (PAG3)

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It is not the employer who pays the wages. He only handles the money. It is the product that pays the wages.” Henry Ford, 1922

Business A Level



Exam Board: EDUQAS

Subject Specific Criteria:

- **Grade 5 in GCSE English Language or Literature**
- **Grade 5 in GCSE Mathematics**
- **There are no prior learning requirements for business Studies although a Level 2 Merit or above in Level 1 and 2 Business Studies is advantageous.**

Assessment:

3 x 2hr 15min examinations at the end of year 13 covering 3 components:

- **Component 1: Business Opportunities and Functions**
- **Component 2: Business Analysis and Strategy**
- **Component 3: Business in a Changing World**
-

Skills Required:

Learners will be expected to be familiar with current issues in business and be able to investigate, analyse and evaluate contemporary business opportunities and problems in a wide range of contexts, whilst recognising how businesses adapt to operate in a dynamic business environment. In order to access the learning within Business A-level students will require a good standard of written English and communication as well as strong numerical and analysis skills.

Course Information:

The Business A-Level course enables learners to investigate different types and sizes of organisations in various business sectors and environments, drawing on local, national and global contexts. Learners will develop an holistic understanding of business and enterprise and be aware of the opportunities and threats of operating in a global marketplace.

Learners will be expected to be familiar with current issues in business and be able to investigate, analyse and evaluate contemporary business opportunities and problems in a wide range of contexts, whilst recognising how businesses adapt to operate in a dynamic business environment.

Learners will gain an understanding of the important role played by small businesses in the economy and the opportunities that exist for entrepreneurs, as well as the importance of established business and not-for-profit organisations in providing goods and services.

Future Opportunities:

There are a wide range of job opportunities including; chartered accountant / financial services, corporate investment & risk manager, human resources officer, logistics and distribution manager, marketing executive, systems analyst and general or specialist management positions within areas such as retail, or hotel and catering or marketing. Learners might also progress onto trainee schemes with large corporate companies. Some learners go on to study a business based degrees and MBAs or progress into teaching and lecturing. Entrepreneurial learners might also find success and start their own business using the skills and knowledge they have developed through this course.

Subject Enrichment:

We participate in a national business competition with Young Enterprise. This is a government and industry sponsored competition where participants get the opportunity to work with local and national government, industry specialists is and also the Chamber of Commerce to present and deliver an enterprise. Through a hands-on employability, enterprise and financial approach, this programme aims to reduce youth unemployment, help young people realise their potential beyond education and empower a generation to learn, to work and to live.

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“Every aspect of the world today – even politics and international relations – is affected by chemistry.” Linus Pauling, 1901 to 1994

Chemistry A Level



Subject Specific Grade Criteria:

- Grade 5 in GCSE Chemistry
- Grade 5 in GCSE Mathematics
- Grade 6 in combined Science/Triple Chemistry

What is A level Chemistry?

Chemistry is exciting and challenging. Studying A Level Chemistry is a route for some fantastic career opportunities in the areas of Science, Medicine and Engineering. Challenges facing society today can often be overcome with the work of chemists. Chemistry helps us to live more sustainably, contributing towards the development of renewable and low carbon energy sources.

Synthesis of organic molecules can help us to develop pharmaceuticals and improve human health in a changing world. Chemistry is fundamentally an experimental subject. The A level AQA specification provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need.

The AQA A level Chemistry course is split into 3 distinct topics; Organic, Inorganic and Physical Chemistry, therefore a wide range of skills are needed and also will be taught over the 2 years of study.

Assessment:

There are 3 papers for A level Chemistry. Exams include: specified content tested in each of the first two papers to help students prepare for their exams; a variety of assessment styles so students can confidently engage with the questions; multiple choice questions, which allow for a wide breadth of the chemistry from the specifications to be tested;

- Unit 1 Key Concepts in Science. (33% Exam)
- Unit 2 Applied experimental techniques. Portfolio. (33% internally assessed)
- Unit 3 Science in the Modern World. (33% Exam)

Subject Enrichment:

- Use of practical techniques in preparation for University or industry
- University visits

Skills Required:

- Use the periodic table as the starting point for thinking
- Visualise physical and chemical processes
- Manipulate mathematical equations
- Relate observable phenomena to underlying concepts
- Write logical explanations without repetition or contradiction
- Analytical/critical thinking

Future Opportunities:

Studying A level Chemistry helps with critical thinking and analytical thinking skills, relevant for all employment.

Students who study A level Chemistry typically start University courses or apprenticeships in the following fields:

- Engineering
- Science and research
- Medical and healthcare
- Energy and Utilities
- Fast consumer goods
- Manufacturing

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“Criminology is the art of deciphering the hidden stories behind crime and as students, we become the storytellers of justice.”

Level 3 Applied Certificate and Diploma in Criminology



Exam Board: WJEC 601/6248/X and 601/6249/1

Subject Specific Criteria:

- **Grade 5 in either GCSE English or**
- **Grade 5 in two Humanities subjects or**
- **Grade 5 in two Science subjects respectively**

What is Criminology?

Criminology (from Latin *crīmen*, "accusation"; and Greek *-λογία*, *-logia*) is the scientific study of criminal behaviour, on individual, social and natural levels and how it can be managed, controlled and prevented.

This course will enable students to use theories of criminality to analyse criminal situations and make recommendations for policy. Students also develop the knowledge and skills to research policy in practice, assess campaigns for changes in awareness and examine information to review verdicts in criminal cases.

Units of study:

Year 12

·Changing Awareness of Crime ·Criminological Theories

Year 13 :

·Crime scene to Courtroom ·Crime and Punishment

Assessment

There are two internal and external assessments. In both years, there will be one eight hour-controlled assessment administered by the school and one external 90-minute examination. All assessed elements are worth 25% of the Diploma. A combination of short and extended writing questions will require students to demonstrate knowledge, application, analysis and evaluation skills. The exams for Units 2 and 4 are synoptic and require students to draw on information from the other Units.

Personal Qualities

There is no requirement for students to have studied Criminology previously at GCSE, for most students this is a completely “new” subject and therefore it is important to do some research into what the subject entails prior to starting the course. Key skills will be taught throughout the course, however a genuine interest and enthusiasm for studying, discovering and analysing criminality within society, current affairs and political issues is key.

Recommended links with other subjects

Criminology combines well with many study areas. Sociology, Psychology, English Literature and Language, Religious Studies, History and Business Studies are useful partners. It also is useful for those seeking careers in criminal justice and forensics.

After Sixth Form

Skills and knowledge developed throughout this course are valued for a range of degree courses at university. Many universities offer Criminology degrees as well as combined courses whereby students can study Criminology alongside another subject such as Sociology, Psychology and forensics.

**Apply online at www.ilsley.bham.sch.uk.
For more information contact
enquiry@ilsley.bham.sch.uk FOA: Sixth Form**

“It is in literature that the concrete outlook of humanity receives its expression.”

Alfred North Whitehead

English Literature A Level



Exam Board: AQA

Subject Specific Criteria:

- Grade 5 in English Language or GCSE English Literature

Assessment:

Two examinations:

Component 1: Aspects of Tragedy

- Two essay questions on Shakespeare text
- One essay question on a modern drama and poetry
- 2 hours 30 minutes
- 40% of qualification

Component 2: Elements of Crime Writing

- One essay question on an unseen Crime extract
- One essay question on a single studied text
- One essay question on two studied texts
- 3 hours
- 40% of qualification

Component 3: Non Examination Assessment

- Two extended coursework essays, each 1200-1500 words, one exploring a prose and one a poetry text through different critical perspectives.
- 20% of qualification

Skills Required:

- A love of reading
- The ability to think critically and analyse texts
- Good written expression
- The ability to work independently

Subject Enrichment:

- Regular theatre trips
- Debating

Course Information:

English Literature is a varied, interesting and challenging course. You will experience a range of different genres, forms and viewpoints and understand how to explore literature through the lens of genre and theory. You will develop your ability to study independently and grow in confidence in expressing your ideas. There is the opportunity to develop your critical and creative writing. This unifying approach facilitates the inclusion of a range of wider reading, extending your experience and appreciation of literature. The variety of assessment styles allows students to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study and employment.

Future Opportunities:

An A Level in English Literature is a huge asset to any future career path. It is a widely respected qualification which complements a range of other subjects. Studying English Literature demonstrates your ability to think critically and to explore and express your ideas which is crucial in any area. You may choose to go on to study further with a degree in English Literature or combined Language and Literature, and many universities offer this as one of their most highly regarded academic courses. Alternatively an A Level in English Literature can open your career path to a wide range of other areas, as it demonstrates a range of transferable skills which are highly sought after by employers.

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“I want my children and my grandchildren to live in a world with clean air, pure drinking water and an abundance of wildlife, so I've chosen to dedicate my life to wildlife conservation so I can make the world just a little bit better.” Bindi Irwin

Environmental Science A Level



Exam Board: AQA

Subject Specific Criteria:

- **Grade 5 in English Language or GCSE English Literature**
- **Grade 5 in GCSE Mathematics**
- **Grade 5 or above in a Science subject**
- **GCSE Geography is preferable but not necessary**

Assessment:

Paper 1 - The physical environment

- Energy resources
- Pollution
- Research Methods
- 50% written paper (120 marks) 3 hours

Paper 2 - The living environment

- Biological resources
- Sustainability
- Research methods
- 50% written paper (120 marks) 3 hours

Skills Required:

Environmental Science offers students the opportunity to explore their own interests and enthusiasm in the subject areas, studying contemporary issues related to the environment and the effective planning of conservation and sustainability. It allows students the opportunity to improve their skill set so that they become analytical, organised and rounded individuals. There is an emphasis on scientific understanding to deal with problems related to the environment, allowing students to apply prior knowledge of science and geography rather than repetition of knowledge.

Subject Enrichment:

- Fieldwork

Course Information:

The Environmental Science course covers areas across all disciplines of Science and Geography.

Units include: The physical environment, the living environment, energy resources, pollution, biological resources, sustainability and research methods.

Future Opportunities:

The course is designed to engage students in this subject and provide effective assessments across the ability range. Environmental Science offers to teach skills such as analysis, planning, and data collection which are useful for the following university courses and careers; Oceanography, Marine Biology, Wildlife Conservation, Agriculture, Pollution and Water control amongst others.

Environmental Science compliments other ‘A’ level Science subjects as well as Geography respectively. There is a focus of gathering data, for use of planning and sustainability, which is carried out on field trips. This is a perfect qualification for anyone who is interested in both science and geography, who may not want to study all 3 science disciplines.

Other higher education opportunities: This course tests skills learnt during lesson times which are essential for other higher education opportunities. Skills include:

- analysis of problems
- planning data collection
- data collection
- data analysis
- planning further study

Apply online at www.ilsley.bham.sch.uk.

For more information contact

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“If there’s an area of study you really love whether it’s engineering, languages, sport or art-based – an Extended Project Qualification gives you the chance to develop your skills and knowledge AND impress universities at the same time.”
Birmingham University 2018

Extended Project Qualification Enrichment Subject

The Extended Project Qualification: AQA

- **Level 3 qualification**
- It is NOT instead of a students’ A Levels but an enrichment subject in addition to their 3 main subjects
- The qualification is worth an additional 28 UCAS points, Graded A* to E (A* - 28, A - 24, B - 20, C - 16, D - 12, E - 8)
- Outcomes in the form of a dissertation, with final oral presentation
- Aids the development of many key skills which are valued by both employers and universities. Skills such as:
 - independent learning
 - research
 - critical thinking
- It is an opportunity for students to show academic commitment to their chosen subject and also to explore a topic they enjoy for its own sake
- In our Sixth Form, students will choose either Core Maths or the EPQ in addition to their programme of study.

For a topic of choice, students will create a project by a process of:

- Managing objectives
- Using resources
- Developing and evaluating the outcome
- The topic can either complement a students’ current studies or be based on future interests

Sample project titles include:

- Should abortion be banned?
- Can separatist movements ever be successful?
- Would the Britpop music scene ever have happened without the Beatles?
- Are Cyber attacks reshaping modern warfare?
- Will robots take over production in the manufacturing industry?
- Is string theory the closest we’ll come to the ‘theory of everything?’

Students will be supported in their project by an EPQ tutor who will see them each week for an EPQ lesson.

Students will have to produce:

- A written report (including evidence of research carried out, analysis and evaluation)
- Project proposal form and Activity Log
- Evidence of an oral presentation
- All work will be completed and submitted by Easter of Year 12 – so that students can then focus on their A Level work in Year 13

What do universities think of the EPQ?

“The Extended Project is widely welcomed in principle and in prospect. A large majority of departmental admissions tutors expect to recognise it as a positive attribute when selecting among applicants with similar levels of achievement (both highfliers and those at the borderline). Tutors also welcome its potential to enhance study skills, to align with undergraduate modes of study and to provide additional diagnostic evidence when selecting among applicants.”

(1994 Group Research Report, Jan 08, p.29)

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For more information contact
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“If you talk to a man in a language that he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

Nelson Mandela

French A Level



Exam Board: AQA

Subject Specific Criteria:

- **Grade 5 in GCSE French, Higher papers**

Whilst studying French A level you will learn about the culture and mode de vie of France and the French-speaking world. It is an opportunity to discover France and those who speak this beautiful language in depth. A level French is rather like General Studies in another language, so pupils must think for themselves, form their own opinions and not be afraid to share them. Students are given the opportunity to discuss new ideas, discover attitudes from other parts of the world and open their eyes to the wider world through these general themes:

- Changes in French Society
- Political and Artistic Culture in French Speaking Countries
- Immigration and French Society
- Occupation and The Resistance
- Literature and Film
- Personal Research Project

Assessment:

Paper One (Listening, reading and translation - 2 hours 30 - 50% of overall marks). You will have your own listening device and can listen to each extract as many times as you would like.

Paper Two (Written response to works and translation - 2 hours - 20% of overall marks). You will study a book and a film during the course and write essays about each one.

Paper Three (Speaking - 21 to 23 minutes - 30% of overall marks). You will present your individual research project during the speaking exam.

Skills Required:

- A good level of French in all 4 skills: listening, reading, writing and speaking
- Analytical / critical thinking
- An interest in the French speaking world

Course Information:

This course is an invaluable springboard for anyone considering working and living abroad and can open doors to international business and communications careers. Good linguists are risk takers and naturally inquisitive. At this level, you need to be rigorous in your learning and very accurate in your application of knowledge.

Future Opportunities:

This course helps develop your communication skills in French and will help you become a confident speaker with an in depth knowledge of French culture. The Russell Group of Universities name French among its list of ‘facilitating subjects’.

Language learning is indistinguishably linked with History, Culture, Business and Economics. French at degree level can be combined with almost any of subject. There are well attested advantages of speaking more than one language. Linguists are in increased demand in many sectors of industry.

Subject Enrichment:

- Paris trip during Year 13
- Opportunity to support students in the lower years on a weekly basis with their speaking
- Support to organise work experience abroad
- Students should look for opportunities to work independently on their language acquisition
- Watch films / series in French
- Listen to French music
- Read some French poetry / literature

See your teacher if you have any questions

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“The study of Geography is about more than just memorising places on a map. It is about understanding the complexities of the world.”

Barack Obama

Geography A Level

Exam Board: AQA

Subject Specific Criteria:

- **Grade 5 in GCSE Geography or**
- **Grade 5 in GCSE English Language or Literature or**
- **Grade 5 in GCSE Mathematics**
-

As an A Level Geographer, you will develop a deep understanding of the physical and human world and the interactions between the two. You will develop the mind-set to ‘think like a Geographer’ which will set you apart from your non-Geographer peers.

There has never been a better or more important time to study A level Geography. Dealing with vital issues such as climate change, migration, environmental degradation, social issues and natural hazards, A level Geography is one of the most relevant subjects you could choose to study. Students enjoy the scope of the material they cover in geography, the insights it can provide into the world around us and the highly contemporary nature of the issues it tackles.

The A level Geography course is split into human and physical geography although the course is very fluid with some of the issues overlapping. Human topics include urbanisation, changing places and globalisation.

Physical geography topics include natural hazards, coastal environments and the water & carbon cycle.

Assessment:

- **Component 1:** Physical Geography. Written examination. 2 hours 30 minutes. 120 marks. 40% of A Level.
- **Component 2:** Human Geography. Written examination. 2 hours 30 minutes. 120 marks. 40% of A Level.
- **Component 3:** Geographical Investigation (NEA) An individual fieldwork investigation. 60 marks. 20% of A Level. Marked by teachers, moderated by AQA.

Skills Required:

- A good level of literacy and numeracy skills.
- Independent learning.
- An interest in the local and global issues.
- Analytical/critical thinking.
- Hard working.

Course Information:

Geography illustrates the past, explains the present and prepares us for the future ... what could be more important than that? For A Level you will deepen your understanding of geography with a more intensive study of key elements that will extend your geographical understanding beyond the topics studied at GCSE. This will include the study of different types of landscapes; key processes such as the carbon and water cycles; how places change; global perspectives and a wide range of other topics. You will also undertake fieldwork and write an individual research project.

Future Opportunities:

You will find geographers working in a wide range of well-paid and professionally rewarding jobs, from financial services to planning/architecture, working in the environment to travel and tourism, or in international charities, law, retail and hazard management. Geographers are amongst the most highly sought after graduates because of their ability to think globally and to apply a massive range of diverse and transferable knowledge and skills. Transferable skills include: statistical, spatial and environmental analysis, independent research, the ability to collect, understand, analyse and interpret complex evidence and data. Geographers also make excellent problem solvers, team workers and communicators.

With over 80 universities offering geography degrees across the UK, there is a wide range of choice for further study. Universities generally provide courses in both physical (BSc) and human (BA) geography. Most first year courses will be a mixture of human, physical and integrated geography and during your second and third year, you might select mainly physical, human or integrated options or a mixture of them. A recent report by the Institute for Fiscal Studies (IFS) for the Department of Education highlights that geography graduates have an above average likelihood of gaining employment, relative to graduates from other subjects, and are among the top subjects for graduate earnings. The Russell Group of universities has also selected Geography as one of their ‘facilitating’ A Level subjects to support an application to all their degree courses.

Subject Enrichment: A wide range of diverse fieldwork opportunities and visits.

Apply online at www.ilsley.bham.sch.uk.
For more information contact
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“The best way to find yourself is in the service of others.”

Mahatma Gandhi

Level 3 National Extended Certificate in Health and Social Care



Exam Board: Pearson, BTEC

Subject Specific Criteria: Learners are most likely to succeed if they have Grades 9-4 x 5 including GCSE Mathematics and GCSE English Language or English Literature, a Merit or equivalent in GCSE Health and Social Care

Students should demonstrate:

- Knowledge and understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing
- Knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector

Students should analyse and evaluate:

- Information related to human development theories/models and factors affecting human growth and development
- Information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated

Students should make connections between:

- Theories/models in relation to human development, factors affecting human growth and development and effects of ageing
- The roles and responsibilities of health and social care workers and organisations
- How workers and organisations are monitored and regulated
- How multidisciplinary teams work together to meet service user needs

Students will be expected to examine:

- How psychological perspectives contribute to the understanding of human development and behaviour
- The contribution of psychological perspectives to the management and treatment of service users' specific behaviours
- How psychological perspectives are applied in health and social care settings.
- Principles, values and skills which underpin meeting the care and support needs of individual
- Ethical issues involved when providing care and support to meet individual needs

Students will investigate:

- The principles behind enabling individuals with care and support needs to overcome challenges, and the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.

Assessment: Students complete and are assessed on 4 units
Year 12

- **Unit 1: Human Lifespan Development** - assessed through an externally assessed examination. The examination is 1 hour and 30 minutes and students can achieve up to 90 marks
- **Unit 11: Psychological Perspectives** - assessed internally through coursework

Year 13

- **Unit 2: Working in Health and Social Care** - assessed through an externally assessed examination. The examination is 1 hour and 30 minutes and students can achieve up to 80 marks
- **Unit 5: Meeting Individual Care and Support Needs** - assessed internally through coursework

Skills Required:

- Independent learning
- A good level of written English
- An interest in the health and social care sector/people
- Analytical/critical thinking
- Awareness of current issues in the news

Future Opportunities:

This qualification can allow entry to degree programmes when taken with other A Levels. Popular pathways include Social work, Teaching, Nursing, Midwifery, Counselling and Coaching

Course Information:

The Extended Certificate qualification is equivalent to 1 A Level and offers students a broad basis of study for the health and social care sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

- Unit 1 covers aspects of human growth and development through the different life stages.
- Unit 11 looks at the different psychological perspectives that have been put forward regarding how the mind develops, the factors that influence development and behaviour, and how these approaches have influenced thinking and practices in meeting and supporting service user needs.
- Unit 2 looks at the range of roles and general responsibilities of people who work in health and social care settings.
- Unit 5 covers the values and principles of meeting care and support needs and some of the ethical issues that arise when personalising care.

Subject Enrichment:

- Visits by Health and Social Care professionals
- Reading/Viewing/Searching different sources relevant to Health and Social Care - Students are expected to keep up to date with current issues within the sector

Apply online at www.ilsley.bham.sch.uk.

For more information contact enquiry@ilsley.bham.sch.uk FOA: Sixth Form



**“We are not makers of history.
We are made by history.”
Martin Luther King, Jr.**

History A Level

Exam Board: AQA

Subject Specific Criteria:

- **Grade 5 in GCSE History or**
- **Grade 5 in GCSE English or English Literature.**

As a GCE History student, you will understand the significance of historical events, the role of individuals in history and the nature of change over time. You will gain a deeper understanding of the past through political, social, economic, and cultural perspectives. The engaging topics available to you throughout the course, will provide you with the knowledge and transferrable skills required to succeed not only as an A-level historian but also as a future employee, and pro-active citizen.

You will study a: Breadth study: The Making of a Superpower: USA, 1865–1975 and a Depth Study: The Making of Modern Britain 1957-2007.

Assessment:

- **Component 1: The making of a Superpower: USA, 1865-1975:** Written examination: 2 hours 30 minutes. 40% of qualification.
- **Component 2: The Making of Modern Britain, 1957-2007:** Written examination: 2 hours 30 minutes. 40% of qualification.
- **Component 3: The Darby Family, Non exam assessment.** 20% of qualification.

Skills Required:

- A keen interest in History
- Independent learning
- Ability to read widely
- A good level of written English
- Analytical and evaluative skills

Course Information:

One of the most transferrable skills you will develop when studying A Level History is the ability to analyse and interpret complex information. History is a subject that requires you to evaluate evidence, consider different perspectives, and draw informed conclusions. By developing these critical thinking skills, you'll be better equipped to navigate the complexities of the world around you, both in your personal and professional life. Another reason to study A Level History is to gain a deeper understanding of the world we live in. History is a subject that allows us to explore the past and make sense of the present. By studying history, we can gain insights into the cultural, social, and political forces that have shaped our world and continue to influence it today.

Future Opportunities:

History is actually very practical because it involves: Learning about people – how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work) Learning about countries, societies and cultures – so many of today's conflicts and alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history? Learning to locate and sift facts – to identify truth and recognise myth, propaganda, and lies (useful in every aspect of life) Presenting what you've learned in a way that makes sense to others – whether in graphs, essays or illustrated reports – and having the confidence to defend your findings.

All these skills are valuable in a wide range of careers including Law, Journalism, Education, The Civil Service, Archaeology, Architecture and many more.

To learn more, ask your teacher about History A level.

Subject Enrichment:

- A visit to Ironbridge
- A visit to the Houses of Parliament

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“I think it's fair to say that personal computers have become the most empowering tool we've ever created. They're tools of communication, they're tools of creativity and they can be shaped by their user.”

Bill Gates

Cambridge Technical Introductory Diploma in IT (Application Design Strand)

Exam Board: OCR

Subject Specific Criteria:

- Grade 5 in GCSE Computing or Grade 5 in IT.
- Grade 5 in GCSE English Language
- Grade 5 in GCSE Maths

This qualification is for learners 16 years old or over who prefer to study IT in a context that allows them to learn and be assessed in ways that are practical and relevant to the IT sector. The course is created to produce people that are able to help industry develop systems for both themselves or their customers, use IT as a tool to analyse data and develop applications.

The mix of assessment strategies allows all pupils to succeed and develop the skills and knowledge they are most interested in.

Assessment:

Examined Units

- Component 1 Unit 1 Fundamentals of IT
- Component 2 Unit 2 Global information
- Component 3 Unit 3 Cyber security

Coursework Units

- Component 4 Unit 15 Games design and prototyping
- Component 5 Unit 6 Application design

Subject Enrichment:

- Use of industry specific editing programs to create Apps and Computer games
- Workshops run by industry professionals from Hutch Games
- Trip to Bletchley Park focusing on Cyber Security and Computer development.
- Girls in Cyber Security Workshop

Skills Required:

- Independent learning to develop programming skills
- A good level of written English and web skills to create online coursework portfolios.
- An interest in all aspects of the Computing world especially cyber security and coding.
- Analytical and Logical thinking to be good problem solvers.
- Resilience to continue projects even when things get tough.

Course Information:

The introductory diploma offers exciting content that's modern, engaging, fit for purpose and suitable for the students in the digital world. Universities, employers and industry specialists have all contributed to create a course that allows pupils to gain the right combination of knowledge, understanding and skills required for those working in the 21st century.

We follow the Application Developer Strand which we feel is the most dynamic and purposeful course for students. These topics give pupils the opportunity to work on exciting projects such as game and app design allowing students who wish to program an exciting and bespoke platform to showcase their skills alongside those pupils who have an artistic flair for design developing new ideas that could be the next big thing. We also focus on Cyber security as this is one of the biggest growth markets for jobs in the world. Unit 3 focusses on types of threats, how to deal with them and what action should be taken to make sure incidents don't happen again. This unit gives pupils a fantastic start to an area that is extremely important in today's digital world.

Future Opportunities:

This qualification is designed to give learners a range of specialist knowledge and transferable skills in the context of applied IT, providing them with the opportunity to enter an apprenticeship, move directly into employment, or progress to a related Higher Education (HE) course. Pupils can use their portfolio of work created in this course to apply for jobs or apprenticeships in the Computing and Business sector. In the past we have had pupils gain employment through the contacts made during their studies at Archbishop Ilsley.

Apply online at www.ilsley.bham.sch.uk.
For more information contact
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“The study of mathematics, like the Nile, begins in minuteness but ends in magnificence.”

Charles Caleb Colton

Mathematics A Level

Exam Board: Edexcel

Subject Specific Criteria:

- **The A-level Mathematics course is very demanding and builds upon the grade 8 and 9 material covered at GCSE. We therefore prefer candidates to have obtained a minimum of Grade 7 or 8 at GCSE for acceptance on to the course.**
- **We may in exceptional circumstances accept a ‘high’ grade 6**

If you have an aptitude for Mathematics, we are confident that the AS and Advanced GCE courses will provide you with intellectual stimulation and fulfilment, whilst enabling you to acquire the necessary knowledge and skills you will require

Assessment:

- **Paper 1: Pure Mathematics 1 (Paper code: 9MA0/01)**
- **Paper 2: Pure Mathematics 2 (Paper code: 9MA0/02)**

Each paper is a 2-hour written examination worth 33.33% of the qualification and is marked out of 100 marks.

The Pure component of the course comprises ten topics:

Proof; Algebra and functions; Coordinate geometry in the (x, y) plane; Sequences and series; Trigonometry; Exponentials and logarithms; Differentiation; Integration; Numerical methods; Vectors

- **Paper 3: Statistics and Mechanics (Paper code: 9MA0/03)**

This is a 2-hour written examination worth 33.33% of the qualification and marked out of 100 marks. The Applied component of the course comprises nine topics:

Section A: Statistics

Statistical sampling; Data presentation and interpretation; Probability; Statistical distributions; Statistical hypothesis testing

Section B: Mechanics

Quantities and units in mechanics; Kinematics; Forces and Newton’s laws; Moments;

- Students must answer all questions.
- Calculators can be used in the assessment.

Skills Required:

- A love of mathematics
- Ability to learn independently
- Enjoyment of problem solving
- Conscientious attitude to learning
- Understanding of grade 7 & 8 topics from GCSE

Course Information:

The Mathematics department aims to thoroughly prepare students wishing to continue into higher education. The syllabus we offer will equip you well for whichever path you choose to take in either higher education or a career after Sixth Form. In addition to the traditional methods of pure mathematics, you will study Statistics and Mechanics.

Future Opportunities:

The study of at Advanced GCE mathematics is a useful tool for those wishing to take courses with some mathematical content at university e.g. Geography or Psychology.

A-level Mathematics gives entry to all careers in Science and Technology e.g. all branches of engineering require Mathematics at AS or Advanced GCE.

The subject is preferred for careers in computing and information technology. It is also a great advantage to have Mathematics AS or Advanced GCE for careers in business and finance e.g. accountancy or business management.

Many students entering the medical field (e.g. pharmacy) have studied Mathematics at Advanced GCE level. Mathematics A-level can also be a useful qualification for a wide range of other careers e.g. teaching, personnel work, social work and retail management.

Subject Enrichment:

- Visits to inspirational math’s events
- Deeper understanding of the world around you
- The fact that answering challenging math’s questions is like undertaking one big enjoyable quiz!

Apply online at www.ilsley.bham.sch.uk.

For more information contact

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“Change the way you look at things and the things you look at, change.”

Wayne Dyer

Media Studies A Level



Exam Board: Eduqas

Subject Specific Criteria:

- **Grade 5 in GCSE Media Studies or Grade 5 in GCSE English or English Literature**

As a GCE Media Studies student, you will analyse how media products use language and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring which groups of people watch, read and consume the products. You will also consider how different people might respond to products differently and why. You will study many different media forms, such as:

- Television
- Online Media
- Advertising and Marketing
- Film Marketing
- Magazines
- Newspapers
- Social and Participatory Media
- Music Video
- Radio
- Video Games

You will also explore and apply critical perspectives including those of world-renowned media and cultural theorists and will examine how social, historical, political and economic contexts affect media production. You will have the opportunity to apply what you have learned through the production of your own media texts.

Assessment:

- **Component 1: Media Products, Industries and Audiences**
Written examination: 2 hours 15 mins 35% of qualification
- **Component 2: Media Forms and Products in Depth** Written examination: 2 hours 30 minutes 35% of qualification
- **Component 3: Cross-Media Production Non exam assessment** 30% of qualification An individual cross-media production based on two media forms in response to a choice of briefs set by WJEC, Eduqas.

Skills Required:

- Independent learning
- A good level of written English
- An interest in the media
- Analytical/critical thinking

Course Information:

The media is the most dynamic, innovative and influential method of mass communication of modern times. It has been reported that adults in Great Britain are consuming media for almost 8 hours a day! That's 8 hours a day watching films and television, reading newspapers, and sifting through online media. Within that time, we are bombarded by other people's representations of the world and how we respond to these representations can affect our perceptions of people, places and society, of politics and culture, of ourselves and of our place in the world. Media Studies is a vital tool necessary to understanding the media's significance and its power.


Future Opportunities:

Over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. A GCE in Media Studies helps you to progress to these courses, as well as to those in other areas such as English, Humanities and Social Sciences. There is a huge array of career opportunities in the media, which is an industry that is growing at an exponential rate. If you are looking for a job in this area, studying Media at GCE and at degree level is a route into careers such as TV and film production, advertising, journalism, interactive media, and digital marketing. It could help to provide you with the foundation to secure roles in technical production, special effects, web design and postproduction. There has never been a better time to become a Media Studies student. To learn more, ask your teacher about Media Studies.

Subject Enrichment:

- Use of industry specific editing programmes
- Workshops run by industry professionals

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For more information contact
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“I tend to approach things from a physics framework. And physics teaches you to reason from first principles rather than by analogy.”

Elon Musk

Physics A Level

Exam Board: AQA

Subject Specific Criteria:

Mathematics: 6 or higher

Physics: 7 or higher

As an A - level physicist you will be expected to work both independently and as a member of a team. A - level Physics requires a high level of resilience, determination and problem solving. This is the reason Universities look so favourably on it as an A-level.

During the course you will study:

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics

There will also be an opportunity for you as a group to choose an option you wish to study in year 13.

1. Astrophysics
2. Medical physics
3. Engineering physics
4. Turning points in physics
5. Electronics

Practical work is also marked and students will be taught how to keep a University level Laboratory book. The practical work often spans a number of lessons and is mostly student led.

Assessment:

Paper 1: 2 hour written exam, 85 marks, 34% of A level. 60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 2: 2 hour written exam, 85 marks, 34% of A level. 60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 3: 2 hour written exam, 32% of A level 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic.

Skills Required:

- Strong mathematical ability
- A high level of resilience
- A keen interest in answering questions related to the world around you.
- An ability to work independently and in groups.

Course Information:

Physicists explore the fundamental nature of almost everything we know. They probe the furthest reaches of the earth to study the smallest pieces of matter. During A level Physics we question, why and how? Physicists have spent history trying to understand the world around them and answer these questions. As well as learning the fundamental laws of nature we take the same journey as many Physicists before us and discover the secrets of the universe.

Future Opportunities:

Physics is a “facilitating subject”, meaning that it’s highly regarded whatever degree or career path you choose. It’s considered essential for science and engineering courses, so it keeps a lot of doors open for you.

Physics opens these doors because of the skills and ways of thinking it teaches you. You’ll pick up mathematical and analytical techniques that are valued in a huge range of careers (just have a look at these career options...). You’ll become a critical and creative thinker, and a problem solver.

Subject Enrichment:

- Opportunity to visit Jodrell Bank
- Opportunity to use specialist equipment including radiation sources.

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For more information contact
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“The heaviest penalty for declining to rule is to be ruled by someone inferior to yourself.”

Plato, The Republic

Politics A Level



Exam Board: Edexcel

Subject Specific Criteria:

- **Grade 5 in a Humanities subject (inc RS)**
- **Grade 5 in GCSE English and/or GCSE English Literature**

Politics is the study of how countries are governed, why they are governed in this way, and, most crucially, where power truly lies.

Unless we understand these issues, we will always be on the receiving end of other people’s agenda, rather than taking an active part in changing the world in our own image.

If you are interested in why Brexit happened, or why Donald Trump won in 2016 (and then lost in 2020), then A-Level politics is the course for you!

Politics A-Level complements studies in History, Theology, Sociology, and English.

Assessment:

(all exam-based in Summer 2026, 2 hours long, 1/3 of qualification each):

- **Paper 1:** UK Politics, and core political ideas
- **Paper 2:** UK Government, and non-core political ideas
- **Paper 3:** Comparative Politics - USA

Skills Required:

- Independent learning
- A high standard of written English, especially essay-writing
- A genuine interest in current affairs and history
- Analytical/critical thinking skills

Course Information:

You will study the theories and practice of politics, with a particular focus on the politics and government of Britain and the USA.

In the first year, you will look at UK politics and government, including political parties, electoral systems, voting behaviour, the media, the British Constitution, and the relationship between the Prime Minister, Parliament, and legal system. You will also look at the political ideas of liberalism, conservatism, nationalism, and socialism.

In the second year, you will look at US politics and government, including the Presidency, the Congress, and the Supreme Court, as well as political parties and voting behaviour. You will then use this knowledge to compare American politics and government to what you have already learnt from the UK context.

Future Opportunities:

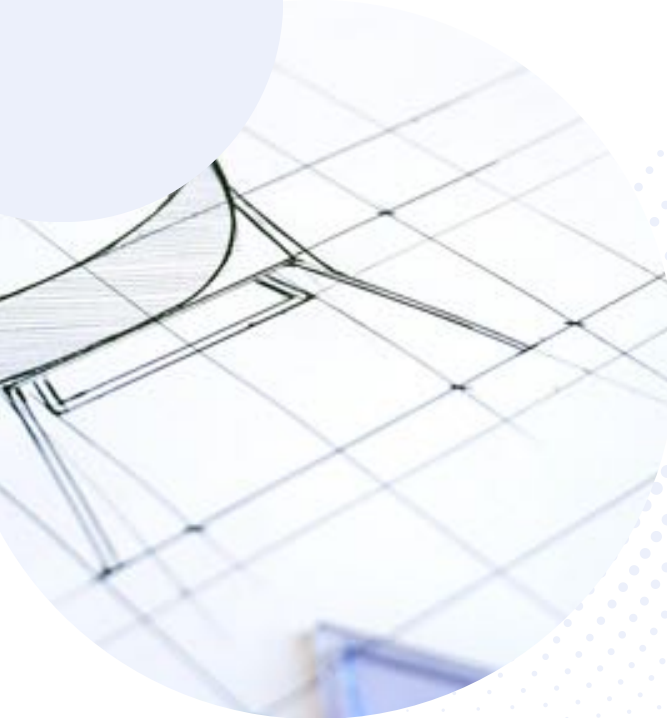
The Russell Group universities consider Politics A-Level to be one of most prestigious A-Level courses.

It is a traditional academic subject and a top grade in Politics provides evidence that you are able to produce detailed written arguments and reasoned judgements, which are crucial for further study. It is considered especially useful for the study of any humanities or social science course at undergraduate level, including history, philosophy, and law. A-Level Politics is also highly valued from employers in all sectors, including the civil service, law, education, media, and finance.

Subject Enrichment:

- Westminster Trip, including a tour of the Houses of Parliament (3rd May 2024)
- Talks from prominent politicians, including Jess Phillips, MP and West Midlands Mayor, Andy Street

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“Design is a fundamental human activity, relevant and useful to everyone. Anything humans create - be it product, communication or system - is a result of the process of making inspiration real.”

Maggie Macnab

Product Design A Level

Exam Board: AQA

Subject Specific Criteria:

- **Grade 5 in GCSE Design and Technology**
- **Grade 5 in GCSE English or EGCS English Literature and Grade 5 in GCSE Mathematics**

Think about the products that you love. Your mobile phone with its elegant curves was designed on a computer screen. The car you yearn for, started life as a reduced size clay model. A building that you admire sprang from the drawing board of an architect. And it's not a new phenomenon. Our fascination with Product Design goes back to flint arrowheads and earthenware pots.

A level Product Design covers four main topics and you'll study two of these each year. In 'Materials, components and application' - you'll look at materials, production processes and the impact of cost and design. In 'Learning through designing and making' you'll produce some coursework using your own design with a range of materials and media.

In the second year, you'll get to grips with 'Design and manufacture' - helping you to appreciate the relationship between design and technology, or form and function. 'Design and making in practice' is the practical, coursework part. You'll make an object and record the processes that you went through.

Assessment:

- **PAPER 1** WRITTEN PAPER, 2 HOURS 30%
- **PAPER 2** WRITTEN PAPER 2 HOURS 20%
- **COURSEWORK** APPROX 45 HOURS 50%

Skills Required:

- Independent learning
- A good level of written English
- An interest in the design, engineering or architecture
- A creative and inquisitive mind

Course Information:

Product Design is a satisfying career. You have an idea and with the use of tools such as cardboard or computers-it comes to life. Imagine how satisfying it must be for the person who designed the Apple earpods or the Dyson vacuum cleaner to hold the finished product in their hand.

Future Opportunities:

Product Design could take you into a number of exciting career paths. Of course there's product design, industrial design, graphics design or automotive design. But what about computer generated cartoons? Or maybe the Computer Aided Design and manufacturing industry appeals to you more? This course could take you into architecture, teaching, manufacturing, advertising or engineering.

Subject Enrichment:

- Use of CAD/CAM equipment- 3D Rhinoceros, laser cutter, 3D Printer.
- Trips have included - ThinkTank, University of Birmingham to explore Engineering, Eco Home in Birmingham.

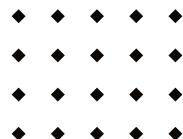
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“Psychology is the field of vital phenomena; they deal with the facts of life at large and in particular, with the facts of human life.”

Wilhelm Wundt

Psychology A Level



Exam Board: AQA

Subject Specific Criteria:

- **Grade 5 in GCSE Sciences or**
- **Grade 5 in GCSE Mathematics (in order to be able to develop their skills, knowledge and understanding in Psychology, students need to have competency in Mathematics. Overall, at least 10% of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of A-level Psychology and will be at least the standard of higher tier GCSE mathematics.)**
- **And Grade 5 in GCSE English Language or English Literature**

Subject content - Compulsory content

1. Social influence
2. Memory
3. Attachment
4. Psychopathology
5. Approaches in Psychology
6. Biopsychology
7. Research methods
8. Issues and debates in Psychology

Option 1 - Relationships

Option 2 - Schizophrenia

Option 3 - Forensic Psychology

Assessment:

Paper 1: Introductory Topics in Psychology. What's assessed:

- Compulsory content 1–4
- Written exam: 2 hours; 96 marks in total; 33.3% of A-level

Paper 2: Psychology in Context. What's assessed:

- Compulsory content 5-7
- Written exam: 2 hours; 96 marks in total; 33.3% of A-level

Paper 3: Issues and Options in Psychology. What's assessed:

- Compulsory content 8
- Option 1-3 content
- Written exam: 2 hours; 96 marks in total; 33.3% of A-level

Course Information:

Psychology is the scientific study of the human mind and behaviour. If you are interested in learning about different types of behaviour and the explanations for these behaviours, Psychology might be for you. It helps us to understand why people behave the way they do and how the brain works. A Level Psychology is designed to give students a basic introduction into the science of Psychology and focuses on using scientific knowledge to help explain the world around us. Within the course, students will get the opportunity to look at the five main areas of modern psychology and carry out their own practical investigations based around these areas.

Future Opportunities:

Psychology is useful for any job that requires lots of interaction or an understanding of human behaviour and development. As a science, Psychology is a thriving academic discipline dedicated to the study of human behaviour and the connected thoughts, feelings, and motivations behind it.

People with skills in Psychology are sought after in business, management, sport, teaching, research, social work and careers in counselling and healthcare. Jobs directly related to your degree could include: Psychologist (various specialisms), Teacher, Mental Health and Wellbeing Practitioner. Jobs where your degree would be useful include: Advice Worker, Human Resources Officer, Market Researcher and Play Therapist.

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“The function of sociology, as of every science, is to reveal that which is hidden.”

Pierre Bourdieu

Sociology A Level

Exam Board: AQA 7191 and 7192

Subject Specific Criteria:

- Grade 5 in either GCSE English Language or
- Grade 5 in two humanities subjects or
- Grade 5 in two Science subjects respectively

Sociology is the study of society, people and their behaviour. It examines the ways in which social structures and institutions shape our world and attempts to explain the different forces and influences that create the society in which we live. It is the fifth most popular A Level in the country with an average of 36,000 entries over the last three years

You will be equipped with the skills and foundations of Sociology. Throughout the two years you will study the sociological theories and perspectives that underpin the subject, using these to assess and debate the course topics as well as current affairs.

Sociological research methods are also taught across the two years so that you can appreciate the way in which research is conducted and how it can have an impact on government policies and initiatives.

Throughout the course you will have ample opportunity to voice your opinions, debate and explore issues within modern day society.

Units of study:

Year 12:

- Education with Theory and Methods
- Families and Households

Year 13:

- Beliefs in Society
- Crime and Deviance with Theory and Methods

A Level Assessment:

There are three, two hour exam papers carrying equal weighting which are all sat at the end of the second year. A combination of short and extended writing questions will require you to demonstrate knowledge, application, analysis and evaluation skills. All three exams have a standard format which you will become accustomed to during your studies.

- **Paper 1:** Education with Theory and Methods.
- **Paper 2:** Topics in Sociology (Families and Households, Beliefs in Society).
- **Paper 3:** Crime and Deviance with Theory and Methods.

Skills Required:

There is no requirement for students to have studied Sociology previously at GCSE, for most students this is a completely “new” subject and therefore it is important to do some research into what the subject entails prior to starting the course. Key skills will be taught throughout the course, however a genuine interest and enthusiasm for studying, discovering and analysing society, current affairs and political issues is key.

Course Information:

Sociology combines well with many study areas. Psychology, English Literature and Language, Religious Studies, History and Business Studies are traditional partners. It also is useful for those seeking medical or health-care careers.

Future Opportunities:

Skills and knowledge developed throughout this course are valued for a range of degree courses at university. Many universities offer Sociology degrees as well as combined courses whereby students can study Sociology alongside another subject such as Psychology, Criminology, English or Biology.

Typical career sectors for Sociology include social/market research, media and journalism, law, politics and social policy, business, health, teaching and education. Though in practice the field is much wider.

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“The primary question about life after death is not whether it is a fact, but even if it is, what problems that really solves.”

Ludwig Wittgenstein



Philosophy, Theology and Ethics A Level

Exam Board: OCR Specification H573

Subject Specific Criteria:

- Grade 5 in GCSE Religious Studies
- Grade 5 in GCSE English or English Literature

Skills Required:

- Independent learning
- A good level of written English
- Analytical/critical thinking
- Ability to construct an argument

Course Information:

This qualification is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. You will develop your skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas.

OCR's A Level Religious Studies course aims to engage you thoroughly and develop an interest in Religious Studies which extends beyond the classroom and can be applied to the world.

A level Religious Studies is a highly engaging subject, and you can expect classes to involve a considerable amount of discussion and debate. To get the most out of the subject, you must be willing to participate in these discussions, both sharing your own ideas and listening and respecting the views of others. You will develop skills of critical evaluation and analysis, which you will practice within these discussions and in essay-writing.

This course has three components: Philosophy, Ethics and Development of Christian Thought.

Assessment:

Each component is assessed through a two hour exam. Each exam has an equal weighting and is marked out of 120 marks. In each exam you will answer three questions.

Philosophy of religion. You will study:

Ancient philosophical influences. The nature of the soul, mind and body. Arguments about the existence or non-existence of God. The nature and impact of religious experience. The challenge for religious belief of the problem of evil. Ideas about the nature of God. Issues in religious language.

Religion and Ethics. You will study:

Normative ethical theories: Natural Law, Situation Ethics, Kantian Ethics and Utilitarianism. The application of ethical theory to two contemporary issues of importance - Business Ethics and Euthanasia. Meta Ethics: ethical language and thought. Debates surrounding the significant idea of conscience

Sexual ethics and the influence on ethical thought of developments in religious belief.

Developments in Christian Thought. You will study:

Augustine's teaching on human nature, Christian teachings in life after death, Christian moral teachings and the Person of Jesus Christ. The course explores significant social and historical developments in theology and religious thought. Key themes related to the relationship between religion and society.


Future Opportunities:

A level Religious Studies can provide you with excellent transferable skills, from essay writing, developing confidence in debating, to developing the ability to appreciate other viewpoints. These skills can be incredibly helpful in a range of University degrees involving critical thinking and discussion e.g. Humanities, English, Psychology, PPE.

Subject Enrichment:

- Webinars from Chester University
- Conference led by Dr Peter Vardy

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“You need three things to win: discipline, hard work and before everything maybe, commitment. No one will make it without those three. Sport teaches you that.”

Haile Gebrselassie

Cambridge Technical Extended Certificate in Sport & Physical Activity

Exam Board: OCR

Subject Specific Criteria:

- **Entry Requirements: Five GCSEs at Grade 4 (including English and Mathematics)**
- **A Merit grade in OCR Sports Science/Studies or GCSE grade 5 in GCSE PE**
- **Evidence of involvement in sport or physical activity either in or outside of school**

Assessment:

Compulsory Units

- **Unit 1: Body Systems and the effects of physical activity;** 90 guided learning hours; 1 hour 30 minutes exam totalling 70 marks
- **Unit 2: Sports Coaching and Leadership;** 90 guided learning hours; School based assessed unit
- **Unit 3: Sports Organisation and Development;** 60 guided learning hours; 1 hour written paper totalling 60 marks
- **Unit 8: Organisation of Sports Events;** 60 guided learning hours; School based assessed unit
- **Unit 17: Sports Injuries and Rehabilitation;** 60 guided learning hours; School based assessed unit

Optional Units:

- **Unit 11: Physical Activity for Specific Groups;** 30 guided learning hours; School based assessed unit
- **Unit 12: Nutrition & Diet for Sport & Exercise;** 30 guided learning hours; School based assessed unit

Skills Required:

- Interpretation of data and graphs
- Quantitative methods for planning, monitoring and evaluating physical training and performance
- Knowledge and use of definitions, equations, formulae and units of measurement
- Ability to plot, label and interpret graphs and diagrams.
- Knowledge of current events in sport and the ability to confidently analyse performance.

Course Information:

Our Level 3 Cambridge Technical in Sport and Physical Activity qualification helps you to achieve your potential and progress to the next stage of your lives, whether that's higher education, an apprenticeship or employment.

The course has refreshing and exciting content that's up to date, engaging, fit for purpose and suitable for the needs of all students. Throughout the course you will gain the right combination of knowledge, understanding and skills required for the 21st century.

During the two years you will undertake a wide range of school assessed units with practical and wider project-based assessment opportunities, as well as examined units on the body systems and the long and short term impacts of sport and physical activity; how sport is organised and the purpose of sports development; health and safety requirements in sport and physical activity; the purpose of, and how to conduct research in sport and physical activity; and how businesses in sport are organised and what success looks like to them.

Future Opportunities:

Supporting students with progression into the Sports & Leisure Industry through either work or apprenticeship pathways. Supporting students with progression to Higher Education in subjects such as;

- BA (Hons) Sport Business Management
- BSc (Hons) Sports Coaching
- BA (Hons) Physical Education
- BSc (Hons) Sport and Exercise Science
- BA (Hons) Sport Development
- BSC (Hons) Sport, Exercise and Nutrition

Subject Enrichment:

- University visits
- Coaching Qualifications
- Outside sports industry speakers
- Sporting Industry visit

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“My thoughts, my feelings, my spirit, they are all in Spanish.”

Juan Gabriel

Spanish A Level



Exam Board: AQA

Subject Specific Criteria:

- **Grade 5 in GCSE Spanish, Higher papers**

Whilst studying Spanish A level you will learn about the culture and moda de vida of Spain and the Spanish-speaking world. It is an opportunity to discover Spain and Latin America and those who speak this beautiful language in depth. A level Spanish is rather like General Studies in another language, so pupils must think for themselves, form their own opinions and not be afraid to share them.

Students are given the opportunity to discuss new ideas, discover attitudes from other parts of the world and open their eyes to the wider world through these general themes.

- Changes in Spanish society;
- Political and artistic culture in Spanish-speaking countries;
- Immigration and Spanish multicultural society;
- The Franco dictatorship and the transition to democracy;
- Literature and Film;
- Personal Research Project

Assessment:

Paper One (Listening, reading and translation - 2 hours 30 - 50% of overall marks);

You will have your own listening device and can listen to each extract as many times as you would like.

Paper Two (Written response to works and translation - 2 hours - 20% of overall marks);

You will study a book and a film during the course and write essays about each one.

Paper Three (Speaking - 21 to 23 minutes - 30% of overall marks)

You will present your individual research project during the speaking exam.

Skills Required:

- A good level of Spanish in all 4 skills: listening, reading, writing and speaking
- Analytical / critical thinking
- An interest in the Spanish speaking world

Course Information:

Studying Spanish at A level promotes greater fluency, grammatical accuracy and confidence in all forms of language. You will develop your knowledge through reading and listening to authentic source materials and learning how to extract information, initiate conversations and respond to questions both orally and in writing.

Future Opportunities:

With more than 500 million speakers worldwide in Spain, Latin America, the United States and even the Philippines, knowledge of Spanish is a definite advantage in today's competitive job market. Spanish is useful as one of the top five languages for business. Linguists are in increased demand in many sectors of industry.

Spanish is seen as an academic subject by universities and at degree level combines well with almost any subject. A successful grade in this course offers valuable skills for foreign travel, further education and employment.

***"If you talk to a man in a language that he understands, that goes to his head. If you talk to him in his language, that goes to his heart."* Nelson Mandela**

Subject Enrichment:

Opportunity to support students in the lower years on a weekly basis with their speaking

Support to organise work experience abroad
Students should look for opportunities to work independently on their language acquisition

- Watch films / series in Spanish
- Listen to Spanish music
- Read some Spanish poetry / literature

See your teacher if you have any questions

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For more information contact

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“Science without religion is lame; religion without science is blind.”

Albert Einstein

Enrichment Subject: CoRE



As part of a Catholic school we are committed to the Catholic Faith, recognising and valuing every student as special and unique made in the image and likeness of God. Students will be able to question and deepen their knowledge and understanding of God as they encounter Scripture and the teachings of the Catholic Church. Students began this journey with us in KS3 and KS4 and we are delighted that this will continue in KS5.

CoRE is a non-examined subject which encourages students to continue on their faith journey by exploring a range of topics from a religious and non-religious perspective. **All students attend CoRE.** The course has been designed to encourage self-reflection, discussion, practical learning and a deeper understanding of how faith can be lived in the modern world.

Archbishop Ilsley is a Catholic School and is boastfully proud to be so! Whilst students are not ‘asked’ to engage in this course, it is also important to make clear that it is not designed to force faith or ‘received wisdom’ upon students, or to be burdensome.

Over the two years, the aim is purely to encourage students to look at the world and its many issues through the lens of Catholic history.

Hopefully, students can appreciate the serious level of academia and social action that goes into the Church’s engagement with the world around. Teachers will always give students the opportunity to ask questions and, at times, spark debate etc.

Whilst it is true that this course comes with no external certificate/qualification, it is worth knowing that this course will impact references for university. CoRE will have assessment points and this is a requirement of the Diocese. Students having a professional reference that verifies their willingness and ability to engage in disciplines beyond their chosen subjects is something that very much impresses employers and academics.

It should also be said that gaining in knowledge, understanding and insight in any field of learning is always of inherent moral worth, regardless of physical reward or not!

What will students be studying in CoRE?

What is philosophy?

- How do we argue?
- What is truth?
- Empiricism Vs rationalism.
- What is Descartes rationalism?
- What is Locke’s empiricism?

What is ethics?

- What is Natural Law?
- What is Act Utilitarianism?
- What is Rule Utilitarianism?
- What is Virtue Ethics?
- How can ethical theories be applied to race?
- How can ethical theories be applied to gender?
- How can ethical theories be applied to poverty?

What are the issues in Medical ethics?

- What is sanctity of Life?
- Hippocratic Oath
- Organ Donation
- Science behind IVF
- Fertility treatment
- Sibling Saviours
- Genetic Engineering/ Cloning
- Cloning
- Vivisection
- Veganism
- Humanist- Peter Singer

Future Opportunities:

The skills developed throughout CoRE and our Pastoral Programme are particularly suited to further study in Theology, Ethics, Politics, Law, Sociology, Social Sciences, Journalism, Politics and English. The course provides a strong foundation for careers in (among others), national and local government, finance, law, schools, colleges and universities (for teaching and research positions), charities, voluntary and not-for-profit organisations and social services.

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“For the things of this world cannot be made known without knowledge of mathematics.”

Roger Bacon

Enrichment Subject: Core Mathematics

Exam Board: Edexcel

Subject Specific Criteria:

- **Grade 5 or higher in GCSE Mathematics**
- **There may be scope for those who achieve a high 4 to take this subject too**

This builds on the maths GCSE, it takes all of the ideas you have learned about and applies them to very real world situations. If you have an interest in how the world works, but don't want to take A-level maths, then this course is for you.

Assessment:

- **Component 1:** Written assessment 1hr 40 mins Paper code 7MCO/01 (60 marks)
- **Component 2:** Written assessment 1hr 40 mins Paper code 7MCO/02 (80 marks)

Component 1 is a comprehension type assessment. You will be given a source booklet with multiple different pieces of information, taken from real world data, and asked to analyse it using techniques that you have learned during the course. The sources are available in advance to help with the analysis of the data.

Component 2 is split into 2 sections. Section A follows on from paper 1 and keeps the context from those sources, without reusing them. Section B will give 3 tasks, each with a different theme.

Both papers may assess any of the course material. Calculators can be used in both papers.

Skills Required:

- Analytical thinking
- Independent learning
- Desire to find out how the world works
- Conscientious attitude to learning
- Good understanding of grade 5 topics from GCSE Mathematics

Course Information:

The course can be broken down into 4 areas and lasts for 1 year:

Applications of Statistics - this takes all the statistics content from Higher GCSE maths including, box plots, cumulative frequency tables and graphs and histograms along with quartiles and interquartile range, and adds new statistical analysis skills including, moving averages, variance and standard deviation, knowledge of independent and dependent variables,

product moment correlation coefficient, linear regression and Spearman's rank correlation coefficient. All of which are used for everyday analysis of any data.

Probability - this takes all of the Higher GCSE content, including conditional probability, and teaches students how to use probability to work out risk vs reward.

Linear programming - this builds on a pupil's understanding of graphs, equations of a straight line, solving equations, and inequalities. It then takes it and applies them to solving 2 variable programs allowing pupils to work out the best way to maximise profit from those 2 variables.

Sequences and Growth - this builds on a pupil's understanding of percentages, percentage growth/decay and sequences. This leads into interest rates on loans, depreciation of purchases, golden ratio and can then be used in the context of growing their own workforce or business.

Future Opportunities:

Supports other Level 3 studies: Reformed A Levels in subjects including the sciences, Psychology, Geography, Business and Economics require students to have acquired competence in quantitative skills. Assessment of quantitative skills forms an explicit part of the overall assessment for these qualifications. Core Maths will enable students to feel more comfortable with the maths they will encounter in their other subjects.

Students are better prepared for University. Many courses have a lot of hidden maths, particularly statistics so having this course will help students with their higher education. Links to the real world and as such links to the working world. Much of the analysis technique learned in the course can be applied to management level jobs in particular.

Subject Enrichment:

- Visits to inspirational maths events
- Maths affects everything we do in hidden ways, having a greater depth of understanding will make the whole world make a little more sense and more interesting

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Enrichment Opportunities

In line with our whole school Mission Statement, our Sixth Form Enrichment Programme aims to develop the whole person both academically, spiritually and morally; our aim is for our students to achieve excellent academic success and the ability to be kind yet influential citizens.

Therefore, our Enrichment Programme seeks to enrich and develop our students' faith, wider skills and responsibility to the community.

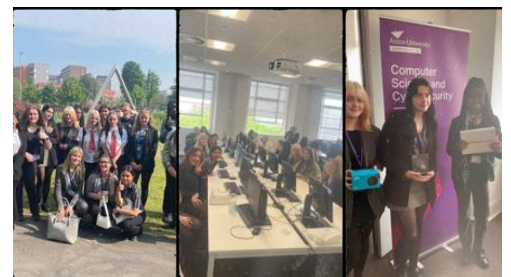
Enrichment is provided in Archbishop Ilsley Catholic at both a pastoral and subject level also at a wider level.

Subject enrichment

- All students study 3 principal subjects and an Enrichment Option – EPQ Core Maths and CoRE
- Subject enrichment opportunities such as Fieldwork trips, visiting speakers and more

Pastoral enrichment

- Individualised pastoral care and excellent teacher student relationships – our pastoral programme focuses on Study Skills and organisational skills. It is evidence based ('The A Level Mindset' Steve Oakes, Martin Griffiths). The study skills strategies are used in lesson by subject teachers and reinforced in supervised study sessions and Character Education sessions
- Tutor Time sessions include a bespoke pastoral and Character Education programme with sessions planned on mental health, first aid, knife crime, relationship advice etc.
- Assemblies with visiting speakers
- Supporting whole school events such as Open Evenings and Parent Consultation Evenings
- Residential opportunities to Soli House
- Participation in the Flame Congress and the Lourdes Service Pilgrimage
- The Big Sleep Out: a new event where students raise money for homeless support shelters and show solidarity by sleeping out for the night and getting sponsored.
- Sixth Form Christmas Charity Race Night: a chance for us to raise money for a good cause and for students, staff and parents to come together for a fun evening
- Sixth Form Halloween Movie Night!
- Charity events to include Macmillan Coffee Mornings and Senior Citizens' Christmas Party
- Leadership opportunities through our Senior Student Leader Pathway to include our SSL Retreat and Training at Walsingham
- The Giving Back Programme as part of Catholic Social Teaching. Students run clubs and activities for lower school students – Lunchtime clubs; students do duties in the Canteen; students have established links with two local feeder schools and support younger pupils reading; supporting students in Accelerated Reader lessons and Art and Maths lessons





Enrichment Opportunities: Duke of Edinburgh Award

A Duke of Edinburgh Award, particularly at Gold level, is an enormously valuable achievement and is recognised and valued by employers, colleges and universities worldwide.

Highlighting the activities students have undertaken as part of your DofE programme on your UCAS or employment application form tells the institution that you have an ambitious and positive attitude as well as a range of interests.

Many top universities are now looking for much more than good grades and extra-curricular activities; they are interested in young people who can evidence a genuine and committed interest in their desired area of study.

The Gold Award consists of 5 parts:

- **Volunteering** - Take action and make a difference to the causes you care about. Help others and change things for the better
- **Physical Activity** - Take part in whatever dance, sport or fitness activity you would like. Get fitter and have fun along the way!
- **Skills** - Devote yourself to improving your skills in the things you love to do. Discover new passions and develop talents you didn't know you had
- **Expedition** - Explore the great outdoors and spend three nights away from home. Create memories that will last a lifetime
- **Residential** - Spend five days and four nights away from home. Share experiences and create new connections





Enrichment Opportunities: Global Links

Year 12 students have the opportunity of taking part in an amazing, once in a lifetime adventure with our Global Links Programme. In the summer term, students travel to one of the following countries: Nepal, Peru, India, Cambodia, Thailand, Tanzania and Vietnam to support disadvantaged rural communities as part of a Challenges Abroad Global Citizenship Programme. This is Catholic Social Teaching in action.

Every Challenges Abroad programme supports the goals and objectives of an international development charity, the FutureSense Foundation. Together, the organisations ensure that programmes are mutually beneficial for both participants and the local community. Participants on a Challenges Abroad programme are therefore not only directly impacting the community through their project but are also supporting a sustainable community development initiative that will have a long lasting, positive impact on the community.

On this programme, our Year 12 students will be challenged to step out of their comfort zone and think creatively as they participate in a cross-cultural exchange. Students will be based within the local community and have the opportunity to visit local schools where they will run workshops on conversational English, environment, wellbeing, STEM, and more.

Supported by school staff, Year 12s will work as a team to share skills with local school children and inspire the community. They will need to think outside the box to enhance their problem solving and team work skills whilst communicating respectfully across different languages. They will have the opportunity to explore local culture and develop their understanding of the past history of the country. They will also have the opportunity to participate in local language classes and visit nearby tourist attractions.

Cambodia 2023

- Students in Year 12 visited Cambodia
- Students taught in two schools and visited historical sites in the country

Why should you get involved?

- Develop an understanding of the most acute problems the world is facing.
- Learn how to fundraise.
- Develop confidence and oracy skills.
- Develop confidence travelling to a country on the other side of the world.
- Experience teaching and working with people from a different culture.



Enrichment Opportunities: Careers Education



Enrichment and super curricular activities take place to support Careers and the wider development of students. Mr Meredith our Teacher in Charge of Careers, works closely with the Sixth Form with regard to Careers Education.

The Year 12 and 13 Careers Education Programme has been devised to help students to:

- Understand more about themselves (self-development)
- Know where to look for useful information (careers exploration)
- Plan for the future (career management)

Within this programme, students will cover the following key areas:

- Post 18 Options
- Action planning
- Careers exploration
- Changes in the Labour Market
- Personal learning and thinking skills
- Student finance
- Writing a CV
- Interview preparation
- Post 18 pathways (Higher Apprenticeships)
- Alternatives to HE

Careers guidance takes many forms:

- Through our partnership with Youth Enterprise who run a yearly Employability Masterclass to Year 12 and 13 students
- 'Transition Thursday' in Tutor Time – tutors support conversations and thinking around Post 18 options
- Students benefit from a unique programme of information, advice and guidance, including Careers advice, a Mock Interview Day and attendance at the UCAS Conference 2024
- Highly successful progression routes to universities and apprenticeship schemes, including Russell Group and Oxbridge

“Sixth Form students experience a valuable layered programme to support their development towards their next steps. For example, they all undertake structured work experience, subject-specific enrichment and other wider opportunities, such as trips abroad.” (OFSTED, Oct 2023)

- Participation in Sutton Trust Programme and Summer Schools
- Participation in Pathways to Birmingham (P2B) which aims to support students in learning more about university and accessing degrees at the University of Birmingham

Work Experience Week in July 2024

Work Experience week takes place at the end of the summer term. The students are expected to organise placements themselves, which should, ideally, be relevant to the career or HE course they are contemplating or, at least, an opportunity for them to develop transferable skills. Work experience should be arranged as early as possible, as some companies allocate places up to a year in advance.

Most universities expect that students will have done at least one Work Experience placement during their Sixth Form programme. Some vocational degree courses, such as Primary Education, demand two weeks' relevant experience as an absolute minimum. Students will need to discuss with the Sixth Form team. Some students will have to consider completing additional placements during holiday periods.



Pastoral Care and the Sixth Form Tutor Programme

Each student in Year 12 or 13 will belong to a tutor group with a tutor. Tutors have two fundamental responsibilities: pastoral and academic. Tutors will be a student’s first point of contact for any information, advice, or guidance. Tutors will see students every day in tutor time.

On Thursdays and Fridays tutor time is devoted to Transition, Next Steps and Progress with tutors and students reviewing weekly progress and discussing targets, discussing future career choices and/or UCAS preparation, including the writing of personal statements.

The weekly tutor session programme is as follows:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12	Gospel Reflections/What's in the news?	Assembly	VESPAR Study Skills	Transition Thursday	Weekly Review
13	Prayer and Liturgy Assembly	What's in the news?	VESPAR Study Skills	Transition Thursday	Weekly Review

All Sixth Form students will attend assemblies; they are compulsory. Student attendance will be registered at these sessions and will be monitored. These occasions are a key way of sharing information and it is also one of the ways in which a sense of community is established; any student who has chosen to be part of the Sixth Form is expected to contribute to the wider school community. Concerns about attendance at Registration or Tutor Time will result in interviews with the Head of Sixth Form and may necessitate further sanctions.

Tutor Time Programme

Alongside weekly VESPAR Study Skills sessions, students will also benefit from the following standalone sessions:

Year 12	Year 13
Skills - Using Study Periods Effectively	Skills - Preparing for Mock 1
Futures - Skills employers are looking for	Futures - UCAS check in
Tutor Review and Target setting/CSI Prayer space	Tutor Review and Target setting/CSI Prayer space
Skills - Preparing for Mock 1	Skills - Interview Skills
Skills - Building Memory	Futures - Bursaries/Scholarships
Futures - Researching my post 18 Destination	Skills - Preparing for Mock 2
Futures - Work Experience Launch	Skills - Living independently
Skills - Bank accounts/Budgeting	Futures - Student Accommodation
Skills - Mortgages, Renting, Taxes	Skills - Preparing for the final exams
Futures - Types of Post 18 Pathways	Futures - Results Day, Clearing
Futures - UCAS Intro	
Futures - UCAS Personal Statements	
Futures - Student Finance	



Mental Wellbeing and Resilience

“Pupils, including those in the Sixth Form, are happy and well cared for.” (OFSTED, Oct 2023)

Life is full of challenges, highs and lows, ups and downs but it is crucial to remember that you are not alone and do not have to manage your challenges alone.

Here at Archbishop Ilsley Sixth Form, we believe that:

1. Your life matters immensely - You are precious!
2. You have a unique purpose.
3. You can make a difference to the world around you.

You have a network around you to help you both in school and outside of school. There are also outside agencies who can offer advice and support when you need it.





Guidance for all Sixth Form students:

Smart dress is required in the Sixth Form. Sixth Form students must remember that they are role models for young pupils and are seen by the school as working adults. Therefore, clothing should be appropriate, practical and business like.

Ladies should wear:

- Conventional tailored short sleeved dress, skirt or trousers, in dark colours: blue, grey or black. Trousers should be full length and not cut off. Dresses and skirts must be worn with tights and must not be mini-length. Ponte/Bodycon/jersey trousers leggings or skirts are not permitted
- A conventional blouse or shirt – plain, or modestly patterned providing it is tailored and designed for professional business wear. It must have sleeves and must not be low cut; it must cover shoulders and midriff. Cleavage should not be visible.
- Cardigans may be worn WITH a blouse/shirt and jacket
- Plain shoes capable of being polished; suede shoes are not permitted. Shoes should be conventional, work orientated and comfortable in dark colours. Heels should be less than 5cm high. Boots are not permitted.
- Conventional tailored jackets/blazers must be worn with dresses, skirts and trousers and must be in dark colours, brown, blue, grey, or black. Patterns are permissible as long as they are subtle and reflect the principle of smart professional dress i.e. – pin stripes, or faintly chequered. Ponte/jersey jackets are not permitted.

Gentlemen should wear:

- Conventional two piece suit or three piece suit, with matching tailored jacket and trousers in dark colours, as a general guide in blue, grey, or black. Trousers should be full length. Patterns are permissible as long as they are subtle and reflect the principle of smart professional business dress (i.e. – pin stripes and Prince of Wales check)
- Conventional office shirt plain or modestly patterned (i.e. stripes and checks) pastel coloured formal shirts may be worn provided they are tailored and designed for professional dress; these must be worn with a tie. Shirts must be tucked in to trousers at all times. The tie must be fully visible to below the knot at all times
- Jumpers may be worn with shirt, tie and jacket; tie knots must still be visible if a jumper or cardigan is worn
- Plain leather shoes, capable of being polished; suede shoes are not permitted. Conventional, work orientated and comfortable in dark colours.
- Ties are to be worn with the top button done up at all times and the knot covering the top button.

- Identity badges and Sixth Form Lanyard MUST be worn and visible at all times on the school site.
- Jewellery must be subtle and consistent with smart professional business dress.
- Belts are to be plain, regular width and designed to hold up trousers or skirts – not just a fashion accessory.
- Students' hair should be well-kept, clean and moderate in style, length and treatment
- On Fridays, the Sixth Form have a 'dress down' Friday where students can wear more casual attire. Student contribute £1 towards Sixth Form funds