



ART & DESIGN



DESIGN & TECHNOLOGY



BUSINESS STUDIES



FRENCH



PSYCHOLOGY



MUSIC



BTEC BUSINESS STUDIES



GERMAN



SOCIOLOGY



BTEC HEALTH & SOCIAL CARE



PHILOSOPHY & RELIGIOUS STUDIES



GEOGRAPHY



HISTORY



MATHEMATICS



MEDIA STUDIES



CRIMINOLOGY



CHEMISTRY



BIOLOGY



BTEC MUSIC



FURTHER MATHEMATICS



BTEC APPLIED SCIENCE



DRAMA & THEATRE STUDIES



PHYSICS



BTEC SPORT



COMPUTING: APPLICATION DEVELOPMENT



ENGLISH LANGUAGE



ENGLISH LITERATURE



ST HILDA'S
COLLEGE

The 6th Form

@ St Hilda's

SUBJECT INFORMATION 2024-25

Anything is...

POSSIBLE

WELCOME TO THE COLLEGE

I am delighted that you are considering applying to St Hilda's College. I am very proud of our students and their achievements. Choosing to stay in education and more importantly choosing the right place to study is a hugely significant step. I believe St Hilda's College will provide you with a truly unique experience. Our students achieve excellent results, which helps them to acquire the skills and qualifications they need for the higher education course or employment of their choice. We offer 27 different courses, alongside a specialist programme for high achievers and a pathways programme for competitive courses. We have an extensive range of enrichment opportunities including EPQ and the Science Crest Award and specialist guidance and support for Oxbridge candidates. Our students achieve excellent results because we have a track record of supporting them to realise their aspirations and ambitions to study at the most prestigious universities and degree apprenticeship providers. You will be taught by highly qualified and outstanding teachers who will stretch and challenge you to achieve as highly as you can and alongside this, we provide the highest level of personal support, care and guidance to ensure you are fully supported during your time with us. I look forward to welcoming you to St Hilda's College and very much hope that you will choose to join us.

MS A HOWARD
HEAD OF COLLEGE



HOW TO APPLY

To apply for a place at St Hilda's College, please scan the QR code or visit www.sthildacollege.co.uk/how-to-apply and complete the online form.

Deadline for applications is 31st January 2025.

SUBJECT DETAILS

Students can choose both academic and vocational courses.

ACADEMIC COURSES

Art and Design
Biology
Business Studies
Chemistry
Design and Technology
Drama and Theatre Studies
English Language
English Literature
French
Further Mathematics
Geography
German
History
Mathematics
Media Studies
Music
Philosophy and Religious Studies
Physics
Psychology
Sociology

VOCATIONAL COURSES

Applied Diploma in Criminology
BTEC Applied Science
BTEC Business Studies
BTEC Health and Social Care
BTEC Music
BTEC Sport
Cambridge Advanced Nationals in Computing: Application Development

GCSE RE-SIT

English Language
Mathematics

Anything is...

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ENTRY REQUIREMENTS FOR COLLEGE

Entry to the college is dependent on you achieving 5 GCSEs at grade 4-9 or equivalent for academic courses and 4 GCSE grade 4-9 or equivalent for vocational courses.
You will take 3 or 4 subjects dependent on the range and grades of the GCSEs that you have achieved.

Subject	Specific Minimum Entry Requirement for Subjects
Art and Design*	GCSE Grade 5 or above in Art, if taken. Portfolio if not taken Art/Textiles
Biology	GCSE Grade 7-7 in Trilogy or GCSE Grade 7 in Biology, GCSE Grade 6 in Maths, GCSE Grade 5 in English Language
Business Studies*	GCSE Grade 5 or above in at least 5 subjects, Grade 5 in English Language and Maths
Chemistry	GCSE Grade 7-7 in Trilogy or GCSE Grade 7 in Chemistry, GCSE Grade 6 in Maths, GCSE Grade 5 in English Language
Design & Technology	GCSE Grade 5 or above in D&T, English Language and Maths
Drama and Theatre Studies*	GCSE Grade 5 or above in English Language
English Language	GCSE Grade 5 or above in English Language
English Literature	GCSE Grade 5 or above in both English Language and English Literature
French	GCSE Grade 6 or above in French, Higher Paper
Further Maths	GCSE Grade 9 (High Grade 8) in Maths
Geography*	GCSE Grade 5 or above in Geography, if taken
German	GCSE Grade 6 or above in German, Higher Paper
History*	GCSE Grade 5 or above in History, if taken. GCSE Grade 5 or above in English Language
Mathematics	GCSE Grade 7 or above in Maths
Media Studies*	GCSE Grade 5 or above in English Language
Music	GCSE Grade 5 or above in Music, plus Grade 5 or above standard in voice or instrument and the ability to pass Grade 5 Theory are required
Philosophy and Religious Studies*	GCSE Grade 5 or above in English Language, GCSE Grade 5 or above RS is desirable
Physics	GCSE Grade 7-7 in Trilogy or GCSE Grade 7 in Physics, GCSE Grade 7 in Maths, GCSE Grade 5 in English Language. A Level Maths is strongly recommended, but not compulsory
Psychology*	GCSE Grade 5 or above in English Language, GCSE Grade 5 or above in Maths, GCSE Grade 5 in Biology is desirable
Sociology*	GCSE Grade 5 or above in English Language, GCSE Grade 4 or above in Sociology (if taken)
Applied Diploma in Criminology*	4 GCSEs Grade 4 or above
BTEC Level 3 National Extended Certificate in Applied Science	GCSE Grade 55 or above in Science, and GCSE Grade 5 or above in Maths. A minimum of 4 GCSEs at Grades 4-9 to include Maths and Science
BTEC Level 3 National Extended Certificate in Business Studies*	4 GCSEs Grade 4 or above
BTEC Extended Certificate in Health and Social Care*	4 GCSEs Grade 4 or above
BTEC Level 3 National Extended Certificate in Music Performance	4 GCSEs Grade 4 or above Grade 5 on instrument/voice GCSE Grade 5 in Music
BTEC Level 3 National Extended Certificate in Sport*	GCSE Grade 4 or above in PE. If not studied PE, minimum Grade 4 in Science
Cambridge Advanced Nationals in Computing: Application Development*	4 GCSEs Grade 4 or above

*You may be able to take this subject even if you did not study it at GCSE.

GCSE Maths and GCSE English Language are compulsory if you have not achieved a Grade 4 or above at GCSE.

We do our best to ensure that all advertised courses run. On rare occasions it may be necessary to withdraw a course. We will let you know as soon as possible if this happens. Subjects are placed on fixed option lines. This means we cannot alter the combination of subjects on each line. Course details are correct at the time of printing. Circumstances may arise however, when we have to make changes.



WHAT SUBJECTS SHOULD I STUDY AT COLLEGE?

The subjects you choose at college are important for what you want to do in the future, so a crucial piece of advice is to research university courses and degree apprenticeship courses to see what the entry requirements are. If you want to go into employment or an apprenticeship, there are also lots of websites you can access.

The best advice is:

- Think carefully about the subjects you have a passion for
- Think carefully about the subjects you enjoy and are good at
- Don't do a subject just because you like the teacher or because your friends are doing it
- Don't be afraid either to try something new
- Don't do a subject that you find hard to do because college courses will be even more difficult
- Remember there is no such thing as an easy course. All subjects require commitment and take up a lot of time for independent study. All students must work extremely hard to be successful
- For some students, it really helps if they study subjects which complement one another because the skills transferable
- Think carefully about the combination of subjects and choose the pathway that best suits you. It might be better for you to do BTECs or to consider the mixed pathway which is a mixture of both A Levels and BTECs
- Remember that some university courses and careers require certain subject combinations so do your research if you have a degree or career in mind
- Be aware that some university courses require you to have multiple science subjects or a specific subject combination. Taking a single science subject might not get you on the course you want so you must research this carefully. Some universities do accept Psychology and Geography as science subjects, but you must research the entry requirements of the course you want to do
- If you don't know what you want to do in the future, you might decide to take subjects that keep your options open. Please remember however, that you still should take subjects that are most suited to your skill set

Helpful websites

<https://www.ucas.com/>

<https://www.gov.uk/apply-apprenticeship>

<https://www.careerpilot.org.uk/information/a-levels/choosing-your-a-levels-what-you-need-to-consider>

<https://www.informedchoices.ac.uk/start>

Anything is...

POSSIBLE

ART AND DESIGN - A LEVEL

Course Content

- Skills in a broad range of material areas including drawing, painting, printmaking, 3D, photography, digital, textiles, gallery based learning and more.
- One major extended project that meets all the assessment criteria.
- Critical thinking studies, analysing and interpreting artists’ work.
- Visits to galleries and museums.
- 60% coursework, 40% exam with a minimum 8 weeks preparation.
- Interim and final exhibitions of work.

Teaching and Learning

The course begins with a series of intensive teacher led workshops to introduce new skills and develop existing ones. Students will then be encouraged to work with increasing independence to initiate and investigate their own area of focus.

Students will develop their practical skills as well as their thinking skills, demonstrating a visual language and personal response.

Students will be taught through practical workshops, individual tutorials and target setting, group critiques, discussions, gallery and museum visits and lectures.

In the second year, students are expected to take greater ownership of their work, negotiating individual targets and deadlines.

Assessment

A Level is 60% practical coursework including a written personal creative enquiry of between 1,000 and 3,000 words and 40% externally set exam.

Progression

Every year many of our Art students choose to continue Art to Higher Education. We have an excellent track record of our students getting a place on the course of their choice with course leaders regularly commenting on the high standard of A Level Art at St Hilda’s.

We support students with their applications to Art Foundation as well as direct to degree level courses.

Art and Design is an extremely rewarding and thoroughly enjoyable course with a wide range of possible career paths for example: Architecture, graphic design, 3D design, game design, photography, illustration, fashion, animation, film, television, theatre, advertising, curatorship to name just a few. The creative industries are one of the UK’s largest and fastest growing industries.

Entry Requirements

GCSE Grade 5 or above in Art, if taken. Portfolio if not taken Art/Textiles.

Pupils who have not done GCSE, but who can demonstrate a commitment to Art and Design, will be considered.

Students must be prepared to invest time into this creative but demanding course. All pupils will have to pass a trial period at the beginning of the course.

Examination Board/Further Details

WJEC- Eduqas Mrs R Higham

BIOLOGY - A LEVEL

Anything is...
POSSIBLE

Course Content

Course title: A Level Biology, AQA, 7402

Year 1

Unit 1: Biological molecules. Unit 2: Cells. Unit 3: Organisms exchange substances with their environment
Unit 4: Genetic information and relationships between organisms.

Year 2

Unit 5: Energy transfers in and between organisms. Unit 6: Organisms respond to changes in their internal and external environments. Unit 7: Genetics, populations, evolution and ecosystems. Unit 8: The control of gene expression.

Teaching and Learning

During this course, students will develop essential knowledge and understanding of the concepts of biology and the skills needed for the use of these in new and changing situations. Teaching will be classroom and practically based.

During the course, students may be asked to attend one-day conferences/visits on aspects of the units, and there will be field study skill sessions at the end of the Year 12 and/or during Year 13.

A contribution towards the costs of travel may be requested. This is one of the required practicals and attendance is mandatory.

Assessment

A Level examinations will be taken in the May/June at the end of the course of Year 13 (Units 1-8). There is no coursework, however, there are practical assessments. **There are three A Level written examinations: 2 hours each.** Paper 3 includes an essay.

There are a minimum of **12 required practicals** that must be completed during the 2 year A Level course. Practical ability will be teacher assessed throughout (PASS/ FAIL) and externally examined through the written papers. 15% of the marks in the written papers are based on what students learn in their practicals.

Students will be given a lab book to keep a record of their evidence. Attendance is mandatory as part of the evidence for passing the practical endorsement.

Progression

A Level Biology could lead to Higher Education and Career opportunities in the following fields:

Biology, Psychology, Medicine, Sport and Exercise Science, Anatomy, Physiology and Pathology, Pharmacology, Toxicology, Pharmacy, Chemistry, Dentist, Doctor, Clinical Molecular Geneticist, Nature Conservation Officer, Research Scientist, Higher Education Lecturer, Secondary School Teacher, Soil Scientist, Nursing, Speech Therapy, Physiotherapy, Radiography, Pharmacy, Pharmacology, Veterinary Science, Biochemistry, Genetic Counselling, The Environment, Public Health, Food Technology, Biotechnology, Water quality, Microbiology, Conservation, Agriculture, Horticulture, Behavioural Studies, Scientific Civil service, Laboratory Technician, and many other courses/careers.

Entry Requirements

GCSE Grade 7-7 in Trilogy or GCSE Grade 7 in Biology, GCSE Grade 6 in Maths, GCSE Grade 5 in English Language.

Examination Board/Further details

AQA Miss R Edwards (Head of Subject), Mr D Cain and Mrs E Maher.

The 6th Form
@ St Hilda’s

BUSINESS - A LEVEL

CAREERS

- Market Research
- Advertising
- Sales
- Accountant
- Production Manager
- Quality Control Manager
- HR Assistant/Manager
- Management Consultant
- Business Studies Teacher
- Self Employed
- Investment Analyst
- Stockbroker
- Data Analyst
- Investment Banking
- Business Development

Course Content

Theme 1 – Marketing and people
Theme 2 – Managing business activities
Theme 3 – Business decisions and strategy
Theme 4 – Global business

Teaching and Learning

Students will study four engaging and up-to-date themes, assessed through three externally examined papers. Students are introduced to develop their knowledge of business concepts and develop a broad understanding of how businesses work before they consider the decision-making tools that help business people move towards a more scientific approach to management. Students investigate, analyse and evaluate business opportunities and issues. Building on this, and by using both qualitative and quantitative methods, they are encouraged to take a more strategic view of their decisions and recommendations. This course provides a real business focus, this specification content encourages students to contextualise the theory and respond to real-life business case studies and evidence in the assessments.

Students will reflect on today's global world – in the second year of study, students develop an understanding of current global issues that impact on business, preparing them for their next steps in today's global world. The course develops transferable skills for progression to higher education – students will develop a multitude of skills, including numeracy, communication and an understanding of research methodology in order to make a smooth transition to the next level of study.

Assessment

There are three exams all taken in year 2. All examinations carry 100marks and have a two-hour length

Paper 1 – Theme 1 and 4 – Marketing, people and global business = 35% of the qualification

Paper 2 – Theme 2 and 3 – Managing business, decision and strategy = 35% of the qualification

Paper 3 – Covers all of the themes = 30% of the qualification

Progression

The course will give a strong grounding in any business environment whilst developing additional skills for those looking to pursue a career in business. Students may wish to continue their education or enter the workplace.

Entry Requirements

GCSE Grade 5 or above in at least 5 subjects, Grade 5 in English Language and Maths.
You can choose A Level Business if you have not studied it before.

Examination Board/Further details

Edexcel Miss A Shaw.

CHEMISTRY - A LEVEL

Anything is...

POSSIBLE

CAREERS

- Analytical Chemist
- Chemical Engineer
- Clinical Biochemist
- Pharmacologist
- Doctor
- Research Scientist (physical sciences)
- Toxicologist
- Chartered Certified Accountant
- Environmental Consultant
- Higher Education Lecturer
- Patent Attorney
- Science Writer
- Science Teacher

Course Content

- Physical Chemistry
- Inorganic Chemistry
- Organic Chemistry

The two-year A Level Chemistry qualification is examined by three examination papers in June of Year 13. Practical skills are examined within the three written examination papers.

A separate endorsement of practical skills will be taken alongside the A Level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

There are twelve required practicals that must be undertaken during the two-year A Level Chemistry course.

Topics studied in Year 12 are:

Physical chemistry – atomic structure, amount of substance (calculations), bonding, energetics, kinetics, chemical equilibria, oxidation reduction and redox reactions.

Inorganic chemistry – periodicity, group 2, group 7.

Organic chemistry – naming compounds, reactions, isomers, alkanes, halogenoalkanes, alkenes, alcohols, analysis.

Teaching and Learning

During this course students will develop concepts learnt at GCSE. The course involves the development of higher-level practical skills as well as relying on good mathematical skills. The content, as well as relevant practical skills are examined in all papers.

Over the two-year course there are twelve required practical tasks that students must complete. The course also incorporates How Science Works and its relevance beyond the laboratory. How Science Works builds on knowledge of the concepts introduced at GCSE and gives students an insight into how Scientists investigate scientific phenomena in their attempts to explain the world around us.

Students will be expected to attend the Revision Conferences, presentation events, visit laboratories and exhibitions to develop good research skills.

Assessment

A Level Chemistry – Two Year Qualification

A Level Chemistry is examined in the June of Year 13 by three papers, all 2 hours in length. Practical skills and knowledge are examined in the written papers. The course requires a desire to learn and apply new concepts. A willingness to read around a topic and research into the application of new techniques, is essential if success is to be achieved. Assessment work will focus on the application of Planning, Implementing, Analysing and Evaluation in the context of practical investigations.

Progression

This qualification leads to many university courses both within the chemistry discipline, and many other areas including, e.g.; Chemistry, Medicine, Dentistry, Forensic Science, Pharmacy, Biomedical Science, Veterinary Science, Environmental Science, and Engineering and many more.

Entry Requirements

GCSE Grade 7-7 in Trilogy or GCSE Grade 7 in Chemistry, GCSE Grade 6 in Maths, GCSE Grade 5 in English Language.

Examination Board/Further Details

AQA Dr E Meredith

The 6th Form

@ St Hilda's

- CAREERS
- Product Design
 - Industrial Design
 - Engineering
 - Fashion Design
 - Games Design
 - Project Management
 - Graphic Design
 - Interior Design
 - Skilled Technicians
 - Professional Tradespeople
 - Automotive Design
 - Aerospace

DESIGN AND TECHNOLOGY - A LEVEL

Course Content

Technical Principles

- Material applications, classification, methods for testing and investigating
- Performance characteristics of materials
 - Performance characteristics of polymer based sheet and film, papers and boards, woods, metals, polymers, elastomers, Biodegradable polymers, Composites, Smart materials, Modern materials
- Enhancement of materials
- Forming, redistribution and addition processes
- The use of finishes
- Modern industrial and commercial practice
- Digital design and manufacture
- The requirements for product design and development
- Health and safety
- Protecting designs and intellectual property
- Design for manufacturing, maintenance, repair and disposal
- Feasibility studies
- Enterprise and marketing in the development of products
- Design communication

Designing & Making Principles

- Design methods and processes
- Design theory
- How technology and cultural changes can impact on the work of designers
- Design processes
- Critical analysis and evaluation
- Selecting appropriate tools, equipment and processes
- Accuracy in design and manufacture
- Responsible design
- Design for manufacture and project management
- National and international standards in product design

Teaching and Learning

Students will develop a range of skills including problem solving, planning, design communication, CAD/CAM, practical skills, evaluation and analysis.

The course aims to give students a wide overview of the modern world of design and how it is increasingly relevant to society. Half of the A Level is developing a portfolio to gain a thorough experience of the design process. A Level D&T is sought after by many HE establishments, and is valued in collaboration with Maths and Physics.

Practical skills will be assessed in the NEA.

DESIGN AND TECHNOLOGY - A LEVEL continued

Assessment

Paper 1

What's assessed: Technical principles.

How it's assessed: Written exam: 2 hours and 30 minutes.

- 120 marks.
- 30% of A-level.

Questions: Mixture of short answer and extended response.

Paper 2

What's assessed: Designing and making principles.

How it's assessed: Written exam: 1 hour and 30 minutes.

- 80 marks.
- 20% of A-level

Questions: Mixture of short answer and extended response questions.

–Section A: • Product Analysis: 30 marks • Up to 6 short answer questions based on visual stimulus of product(s).

–Section B: • Commercial manufacture: 50 marks • Mixture of short and extended response questions.

Non-exam assessment (NEA)

What's assessed: Practical application of technical principles, designing and making principles.

How it's assessed: Substantial design and make project.

- 100 marks.
- 50% of A-level.

Evidence: Written or digital design portfolio and photographic evidence of final prototype.

Progression

A qualification in A Level D&T allows students to pursue many career opportunities:

Product design, industrial design, all disciplines of engineering, fashion design, games design, project management, graphic design, interior design. Skilled technicians, professional tradespeople, automotive design, aerospace. This list is endless!

Entry Requirements

GCSE Grade 5 or above in D&T, English Language and Maths.

Examination Board/Further Details

AQA Mr Jones

Anything is...

POSSIBLE

DRAMA AND THEATRE STUDIES - A LEVEL

Course Content

A Level Drama and Theatre is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses. It serves as an excellent platform for those looking to proceed into courses in this sector in Higher Education, whilst offering the flexibility to pursue other strands of learning.

Teaching and Learning

Drama and Theatre Studies is made up of 3 assessed units:

1. Theatre Workshop (Internally Assessed – Externally Moderated)

Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a prescribed list. Through this unit, the piece must be developed using the techniques and working methods of either an influential theatre practitioner (e.g. Konstantin Stanislavski) or theatre company (e.g Frantic Assembly).

2. Text in Action (External Assessed – Visiting Examiner)

Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by EDUQAS:

- 1. A devised piece using the techniques and working methods of either the theatre practitioner Bertolt Brecht or Steven Berkoff.
- 2. An extract from a text in a different style chosen by the learner.

3. Text in Performance (Externally Assessed – Written Examination)

For Section A and B, this is an open book examination, allowing learners to take unannotated copies of their text into the exam with them. Learners will answer two questions, based on two different texts, one written pre-1956 (Hedda Gabler by Henrik Ibsen) and one written post-1956 (Accidental Death of an Anarchist by Dario Fo).

Section C is a closed book extract question related to the study of Simon Stephens’ critically acclaimed adaptation of The Curious Incident of the Dog in the Night-Time. The details of the extract will be released in March, allowing learners time to fully prepare for their response.

Progression

The creative industries generate £115.9bn in gross value added (GVA), nearly 6% of the British economy, and employ 2.3 million people, as well as contributing greatly to the country’s status internationally.

Despite an already solid foundation, the arts sector has been acknowledged as the one of the fastest growing sectors of recent years. Students who wish to pursue a course of study will benefit from an inherent understanding and appreciation of their craft, as well as a range of highly sought-after transferable skills .

Entry Requirements

GCSE Grade 5 or above in English Language.

(GCSE Drama not essential – although candidates must be willing to work on practical performances).

Examination Board/Further Details

EDUQAS Miss McVey

AQA Miss Carney, Miss Watters and Miss C Bird

ENGLISH LANGUAGE - A LEVEL

Course Content

This course encourages students to analyse how language is used in the world around them, considering how, for example, gender, power and social class can impact this. The course will teach linguistic methods and sociolinguistics to analyse English language in a range of texts and contexts.

Language, the individual and society

Language is seen as a creative tool for expression and social connection, as well as for individual cognition. The study of language as a symbolic system used to assert power in society is also fundamental to this course with students studying representation of social and occupational groups, gender and ethnicity in written and spoken language.

Language diversity and change

The course will also cover the diversity of spoken language within the British Isles, as well as international varieties of English, encouraging students to consider how and why language has changed and developed over time to be the language that we speak today.

Children’s language development

The study of child language acquisition is one of the most popular amongst students as they learn about the fascinating process through which children learn spoken language and develop literacy skills.

Language in action

The course is also popular as it allows for opportunities for students to develop their creative writing skills, choosing their own genre and examining professional writers’ styles.

The language in action module allows students investigate their own branch of language use. For example, how language differs between boys and girls when problem solving, or how the language of TV Chefs has changed over time.

Assessment

Paper 1: Language, the individual and society (40% of the qualification)

Paper 2: Language diversity and change (40% of the qualification)

Non-exam assessment: Language in action (20% of the qualification)

Progression

Studying A Level English Language will open a wide range of career opportunities to you.

Many employers look for potential employees with an A Level in English, as it shows that you have good communication skills.

At degree level, you can choose to study English Language, Linguistics or a whole range of courses which combine English with other subjects.

There are aspects of psychology (psycholinguistics) and sociology (sociolinguistics) in your A-Level language studies which might inspire you to study those subjects at university.

English Language students sometimes branch into criminology and specialise in criminal linguistics. A-Level Language is also an ideal route into careers such as journalism, teaching and law.

Entry Requirements

GCSE Grade 5 or above in English Language.

Examination Board/Further Details

AQA Miss Carney, Miss Watters and Miss C Bird

The 6th Form @ St Hilda’s

ENGLISH LITERATURE - A LEVEL

Course Content

This course encourages students to develop their interest in English Literature through reading widely, critically and independently. Texts range across centuries, genre and gender. Students are encouraged to become informed, independent readers of literary texts and gain an understanding of a variety of views about texts through studying a selection from each of these components.

Pre- 1900 poetry – Selected poems by John Donne

Post 1900 poetry: Philip Larkin and Carol Ann Duffy

Shakespeare play: King Lear

Pre and post 1900 Drama: *The Duchess of Malfi*, by John Webster , and *A Streetcar Named Desire*, by Tennessee Williams

Prose study for coursework- Based on two texts. One from pre-1900 and one from post-1900.

Likely to be *Jane Eyre* by Charlotte Bronte paired with a post 2000 text from a pre-selected list.

Assessment

Component 1: Poetry 30% of qualification

Section A: Poetry pre-1900 (open book)
Section B: Poetry post-1900 (open book)

Component 2: Drama 30% of qualification

Section A: Shakespeare (closed book)
Section B: Drama (one pre- 1900; one post 1900- closed book)

Component 3: Unseen texts 20% of qualification

Section A: Unseen prose
Section B: Unseen poetry

Component 4: Prose study (Non-exam assessment 2500-3500 words) 20% of qualification

Progression

This course develops students’ ability to analyse, interpret and compare texts, construct an argument and encourages creative problem solving. English Literature is one of the most popular A-Level subjects nationally. English literature equips students with excellent communication and analytical skills, which are desirable for a range of careers including advertising, acting, publishing, teaching, librarianship, public relations, journalism and the legal professions.

Entry Requirements

GCSE Grade 5 or above in both English Language and English Literature.

Examination Board/Further Details

Eduqas Mrs Hughes

CAREERS

- Academic Librarian
- Digital Copywriter
- Journalist
- Teacher
- Writer
- Publishing
- Interpreter
- Archiving
- Editor
- Civil Service
- Law

FRENCH - A LEVEL

Course Content

Modules:

Social issues and trends: Being a young person in French-speaking society (Family and its evolution, Voluntary work, New technologies).

Political, intellectual and artistic culture: Understanding the French-speaking world (Cinema, Music, Historical Heritage).

Aspects of political life in the French speaking-world: Diversity and difference (French politics, the right of vote for Young people, Immigration, Social unrest, Crime and sanctions, Social exclusion).

In-depth study of a film and a literary text.

Teaching and Learning

During the course students will develop their understanding of the spoken and written forms of French from a variety of registers. (Radio recordings, TV recordings, interpret newspapers/magazines, internet).

They will learn how to communicate clearly and imaginatively in French through both spoken and written word, using increasingly accurate complex and varied language. They will increase their sensitivity to language and language learning. They will develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries where French is spoken.

They will be given the chance to attend lectures directed to post 16 students in universities in the North West and conferences on French films at the Home cinema in Manchester. They will also benefit from our link to a French Sixth Form in Mont-de-Marsan, France.

Assessment

A2 Modules: Component 1: Speaking (21-23 minutes)

Component 2: Listening, Reading and Translation (2 hours 30 minutes)

Component 3: Critical Response in Writing (2 hours)

Progression

The course provides a foundation for the study of French or related courses in further and higher education. Universities are encouraging Science as well as Arts students to keep up their knowledge of Modern Languages.

Languages can be useful in Banking, Broadcasting, Civil Service, Export Sales and Marketing, Insurance, International Organisations, Journalism, Legal Professions, Library Work, Market Research, Public Relations, Retailing, Secretarial Work, Tourism.

Entry Requirements

GCSE Grade 6 or above in French, Higher Paper.

Examination Board/Further Details

AQA Mrs V Lloyd

Anything is...

POSSIBLE

The 6th Form
@ St Hilda’s

CAREERS

- Science
- Medicine
- Economics
- Data Processing
- Research
- Statistics
- Computing
- Industry
- Finance
- Business
- Engineering

FURTHER MATHEMATICS - A LEVEL

You can only take this option in addition to Mathematics A Level.
Both qualifications must be taken alongside one another.

Course Content

Duration of course: 2 Years
Four equally weighted examinations at the end of year 13:

- Paper 1 – Core Pure Mathematics 1
- Paper 2 – Core Pure Mathematics 2
- Paper 3 - Further Statistics 1
- Paper 4 – Decision Mathematics 1

Teaching and Learning

A level Further Mathematics is a separate A level that is taken in addition to taking A level Mathematics. Half of the content of this will be Core Pure, a quarter is Further Statistics and a quarter is Decision Mathematics.
This course provides students with a taste of a more independent style of learning, which is good preparation for university or a career.

Assessment

A-Level Further Maths is examined in full in May/June of Year 13 and each examination is 1½ hours.
There is no coursework element to this course.

Progression

It is a challenging qualification, which both extends and deepens knowledge and understanding beyond the standard A level Mathematics. For someone who enjoys mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts.
Students who take Further Mathematics find that the additional time spent studying mathematics boosts their marks in single A level Mathematics.
Further Maths makes the transition from sixth form to university courses which are mathematically rich that much easier as more of the first year course content will be familiar.
It enables students to distinguish themselves as able mathematicians in their applications for university and future employment.

Entry Requirements

GCSE Grade 9 (High Grade 8) in Maths.

Examination Board/Further Details

Edexcel Mrs M Murray

CAREERS

- Development Work
- Cartography
- Teaching
- International Aid
- Geochemist
- Ecologist
- Tree Surgeon
- Environmental Health Officer
- Research Scientist
- Town planner
- Landscape architect
- Climate Change Analyst
- Geomorphologist
- Hydrologist
- Sustainability Consultant

GEOGRAPHY - A LEVEL

Anything is...
POSSIBLE

Course Content

Area of Study 1: Dynamic Landscapes – Tectonic Processes and Hazards* & Coastal Landscapes and Change
Area of Study 2: Dynamic Places – Globalisation* & Regenerating Places
Area of Study 3: Physical Systems and Sustainability – The Water Cycle and Water Insecurity* & The Carbon Cycle and Energy Security*
Area of Study 4: Human Systems and Geopolitics – Superpowers* & Health, Human Rights and Intervention
A Compulsory 3 day residential field trip to the Lake District is part of this unit. There will be further one day trips to complement various areas of study.

Teaching and Learning

All students will study human and physical geography topics. In each area of study students will consider their own values and attitudes to the issues being studied and will support their learning of ideas through the study of specific case studies.
Students will also develop a variety of geographical skills, which will broaden and deepen existing knowledge and allow them to work with a greater degree of independence. There are four units to complete over the two years.

Assessment

A level: three externally-examined papers and one non-examination assessment component
Paper 1: Physical Geography - Area of Study 1 & Area of Study 3 - Length of exam 2h 15m, Total marks 105, 30% of qualification.
Paper 2: Human Geography - Area of Study 2 & Area of Study 4 - Length of exam 2h 15m, Total marks 105, 30% of qualification.
Paper 3: Synoptic Geography - Examination based on three synoptic themes that run through topics identified with an asterisk* above. The themes are: **Players, Attitudes & Actions and Futures & Uncertainties** - Length of exam 2h 15m, Total marks 70, 20% of qualification.
NEA (non-examination assessment) - Independent Investigation (Coursework)
Length of exam - ongoing, Total marks 70, 20% of qualification.

Within the question papers for Paper 1 (Physical Geography) and Paper 2 (Human Geography) there may be short open, open response, calculations and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions.
Within the question paper for Paper 3 (Synoptic Geography) there may be open response, calculations and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions.

Progression

Geography integrates a number of subject areas and can be usefully combined with Science subjects, e.g. Biology, Maths, Computer Science, Physics or Chemistry; Arts subjects, e.g. Economics, Sociology, Philosophy, History.
Degree courses such as Environmental studies, Geology, Engineering, Business Studies, Politics and Law. Careers where Geography A Level is an important qualification for Surveying, Banking, Teaching, Leisure and Recreation work, Landscape Architecture, Agriculture and Town Planning.

Entry Requirements

GCSE Grade 5 or above in Geography, if taken.

Examination Board/Further Details

Pearson Edexcel Mr J Davies, Mr B Norton

GERMAN - A LEVEL

Course Content

Modules:

- Being a young person in German-speaking society
- Understanding the German-speaking world
- Diversity and difference
- The making of modern Germany 1989 onwards

In-depth study of a film, Good Bye Lenin! and a literary text, Der Vorleser by Bernhard Schlink.

Teaching and Learning

During the course students will develop their understanding of the spoken and written forms of German from a variety of registers. (Radio recordings, podcasts, TV recordings, newspapers/magazines, internet).

They will learn how to communicate clearly and imaginatively in German through both spoken and written word, using increasingly accurate complex and varied language. They will increase their sensitivity to language and language learning.

They will develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries where German is spoken. They will be offered the opportunity to do work experience in Germany.

They will be given the chance to attend lectures directed to post 16 students in universities in the North West.

PASCH school status offers our A Level pupils many varied opportunities, not least the chance to apply for places on a free, 3 week long Youth Course in Germany.

Exchange visits with our German partner schools in Cologne, Saarbruecken and Attendorn are regularly undertaken.

Assessment

- A2 Modules:** Component 1: Speaking (21-23 minutes)
Component 2: Listening, Reading and Translation (2 hours 30 minutes)
Component 3: Critical Response in Writing (2 hours)

Progression

The course provides a foundation for the study of German or related courses in further and higher education.

Universities are encouraging Science as well as Arts students to keep up their knowledge of Modern Languages.

Languages can be useful in Banking, Broadcasting, Civil Service, Export Sales and Marketing, Insurance, International Organisations, Journalism, Legal Professions, Library Work, Market Research, Public Relations, Retailing, Secretarial Work, Tourism.

Entry Requirements

GCSE Grade 6 or above in German, Higher Paper.

Examination Board/Further Details

Eduqas Mr A Wood

HISTORY - A LEVEL

Course Content

The course consists of four components taught over two years:

Year 12

Unit 1 - Britain 1930 - 1997 (Enquiry topic: Churchill 1930 - 1951)

This unit starts with an enquiry on Winston Churchill in the build up to WW2 and his time as the wartime Prime Minister. You will assess the impact of his decisions on the Mediterranean and the bombing of Germany during WW2. The unit also looks at the conservative dominance through the 1950s and the Labour victory in 1964. We end with Margaret Thatcher, her social and economic policies, unemployment, the Miners’ Strike and her eventual fall from power.

Unit 2 - The Cold War in Asia (1941-1995)

This unit looks at the Cold War in Asia with a particular focus on the USA’s attempts to contain communism in the region. Initial attempts to contain communism led to the creation of a model state in the Philippines and the restoration of Japan. We will look at their involvement in the Korean War and Indochina, particularly the war in Vietnam and Cambodia.

Year 13:

Unit 3 Rebellion and disorder under the Tudors 1485 – 1603

This unit focuses on the causes, nature and extent of disorder in England and Ireland during this period. The following revolts and rebellions will be studied: Simnel, Warbeck, Pilgrimage of Grace, Western, Kett, Northern Earls, Tyrone, O’Neill. Students are expected to know the main developments and turning points in this period.

Coursework Unit:

The purpose of coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history as part of an independently researched assignment. After a brief overview of the topic, you must then work independently to produce a 3000 – 4000-word assignment. 2023/24 topic – Historians have disagreed on when the decision for the Final Solution was taken. What is your view?

Teaching and Learning

A variety of teaching and learning styles are used including seminar sessions and group work.

The full A Level will be examined at the end of the two year course.

Progression

The more obvious career opportunities for which History equips you are law, journalism, politics, archaeological or museum work.

It also provides excellent training for management posts or for any position which involves evaluation of evidence and informed decision making.

Entry Requirements

GCSE Grade 5 or above in History, if taken. GCSE Grade 5 or above in English Language.

Examination Board/Further Details

OCR Miss M West

MATHEMATICS - A LEVEL

Course Content

Duration of course: 2 Years

Three examinations at the end of year 13:

Paper 1 – Pure Mathematics

Paper 2 – Pure Mathematics

Paper 3 – Two sections, Mechanics & Statistics

Pure modules extend the work started at GCSE and also introduce the calculus topics of differentiation and integration.

Statistics and Mechanics are applications modules that allow students to apply their core knowledge to the solution of real world problems.

Teaching and Learning

The teaching of these programmes follows closely from the teaching at GCSE.

Teachers add variety to the lessons in order to support different learning styles.

Students will be loaned a Classwiz calculator and a CG50 graphical calculator for the duration of the course.

Assessment

A-Level Maths is examined in full in May/June of Year 13 and each examination is 2 hours.

There is no coursework element to this course.

Progression

Mathematics is amongst the most fascinating of all intellectual disciplines. It is effective in solving a wide range of real life problems as well as being a subject worthy of study in its own right.

You will need to learn Mathematics beyond GCSE in a wide variety of degree courses. A level Mathematics is usually a requirement for degree courses in Mathematics, Statistics, Physics, Chemistry, Computer Studies, Architecture and most forms of Engineering.

For many others, like Biology, Biochemistry, Medicine, Psychology, Economics, Accountancy, Business and Management a knowledge of A level Mathematics is extremely helpful.

Entry Requirements

GCSE Grade 7 or above in Maths.

Examination Board/Further Details

Edexcel Mrs M Murray

CAREERS

- Science
- Medicine
- Economics
- Data Processing
- Research
- Statistics
- Computing
- Industry
- Finance
- Business
- Engineering

MEDIA STUDIES - A LEVEL

Course Content

A linear course, that includes the study of these key concepts:

1. Media language 2. Media representation 3. Media industries 4. Media audiences

Teaching and Learning

Students are required to study media products from all of the following media forms:

- audio-visual forms (TV, film, radio, advertising and marketing, video games and music video)
- online forms (social and participatory media, video games, music video, newspapers)
- magazines, advertising and marketing)
- print forms (newspapers, magazines, advertising and marketing)

Students undertake at least one cross-media study and must study at least one example of a media product from each form.

There are opportunities to attend extra-curricular visits, such as the Coronation Street set, Harry Potter Studios and the National Media Museum in Bradford, where a variety of exciting practical workshops such as animation, feature film and journalism will be offered.

Assessment

Paper 1:

Written exam: 2 hours. 84 marks. 35% of overall A-level grade

A focus on issues and debates in the media. Students will be expected to use any relevant elements of the theoretical framework in order to explore the ideas in the paper.

Paper 2:

Written exam: 2 hours. 84 marks. 35% of overall A-level grade

Questions will focus on the analysis of media products, through the lens of the theoretical framework. Students will be expected to refer to the Close Study Products (CSPs) and other products they have studied. They will also be expected to demonstrate understanding of the contexts in which the products were created.

Non-exam assessment: Creating a media product 30% of overall grade.

Progression

This course provides excellent networking opportunities for students wishing to embark on a broadcasting career in the future.

Media studies naturally leads to careers in journalism, marketing, advertising or public relations. But an awareness of how the world of media works can also support other careers, such as social work, law, medicine and education. By knowing how the media operates, you'll be able to decode messages more skilfully, and engage with other topics.

Entry Requirements

GCSE Grade 5 or above in English Language.

Examination Board/Further Details

AQA Miss V McGhee, Mr C Walker

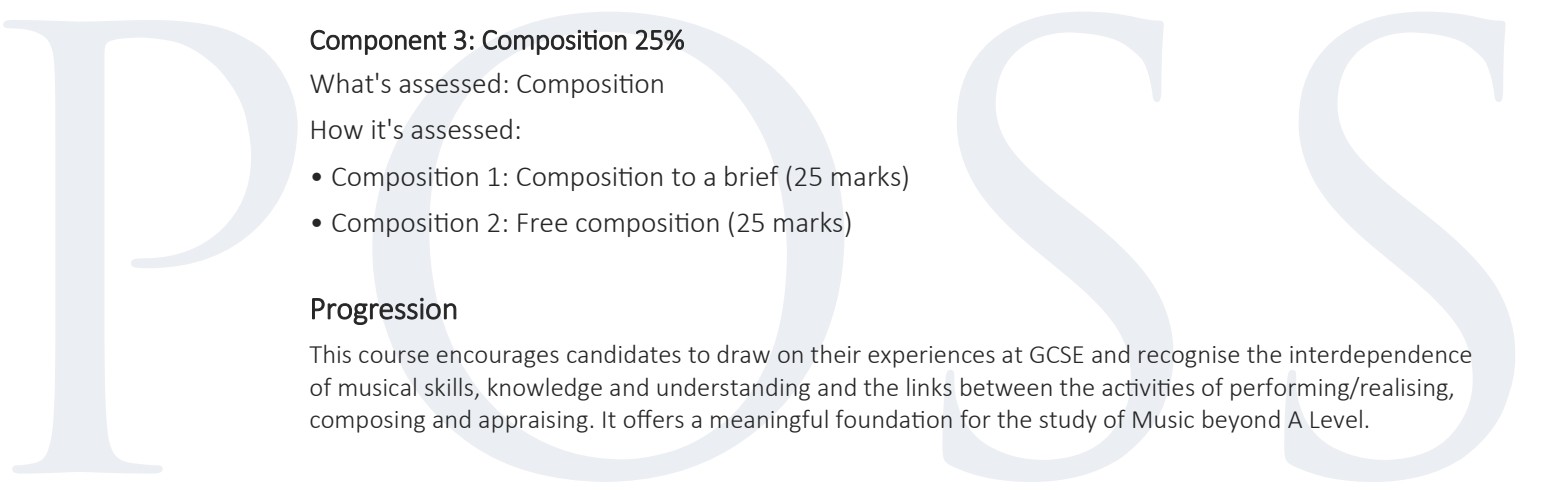
Anything is...

POSSIBLE

The 6th Form
@ St Hilda's

CAREERS

- Drama
- Film Studies
- Journalism
- Administration
- Publishing
- Radio
- Television
- Recording Technology
- Speech and Music Therapy
- Performing
- Teaching
- Composing
- Arranging and Editing



MUSIC - A LEVEL

Course Content and Assessment

Component 1: Appraising Music 40%

What's assessed: - Listening - Analysis - Contextual understanding

How it's assessed: Exam paper with listening and written questions using excerpts of music 2hrs 15min.

The areas of study, provide an appropriate focus for students to appraise and develop and demonstrate in-depth knowledge and understanding of musical elements, musical contexts and musical language.

The areas of study can also provide a rich source of material for your students to work with when developing performance and composition skills.

There are three areas of study:

1. Area of study A:

The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works. Choose one set work for detailed analysis and the other for general study.

Symphony No. 104 in D major, 'London': Haydn or Symphony No. 4 in A major, 'Italian': Mendelssohn

2. A choice of one area of study from:

Area of study B: Rock and Pop Area of study C: Musical Theatre Area of study D: Jazz

3. A choice of one area of study from:

Area of study E: Into the Twentieth Century including two set works:
Trio for Oboe, Bassoon and Piano, Movement II: Poulenc, Three Nocturnes, Number 1, Nuages: Debussy

Area of study F: Into the Twenty-first Century including two set works:
Asyla, Movement 3, Ecstasio: Thomas Adès, String Quartet No. 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Bridges): Sally Beamish

Component 2: Performance 35%

What's assessed: Music performance

How it's assessed: Solo performance on an instrumentalist or voice and/or music production (via technology) of 10-12 minutes. Performance should be of grade 5+ standard.

Component 3: Composition 25%

What's assessed: Composition

How it's assessed:

- Composition 1: Composition to a brief (25 marks)
- Composition 2: Free composition (25 marks)

Progression

This course encourages candidates to draw on their experiences at GCSE and recognise the interdependence of musical skills, knowledge and understanding and the links between the activities of performing/realising, composing and appraising. It offers a meaningful foundation for the study of Music beyond A Level.

Entry Requirements

GCSE Grade 5 or above in Music, plus Grade 5 or above standard in voice or instrument and the ability to pass Grade 5 Theory are required.

Examination Board/Further Details

EDUQAS Mrs F McCann

CAREERS

- National and local government
- Schools, colleges and universities
- Charities, voluntary and non-profit organisations
- Health Service, Social services and other caring professions
- The church and other religious organisations
- Financial and legal firms
- PR, advertising, sales and marketing companies
- Television companies and publishing houses.

PHILOSOPHY AND RELIGIOUS STUDIES - A LEVEL

Course Content

This course consists of 3 units: Philosophy of Religion - Religion & Ethics - Developments in Religious Thought.

Teaching and Learning

Philosophy of Religion:

This is the study of the big questions! Does God exist? Should we fear death? Do we really have freewill? Through exploring and debating these questions you will develop a deeper understanding of the world we live in as well as developing the critical thinking skills that are desired by universities and employers alike.

Religion & Ethics:

This is the study of right and wrong. Students will critically examine ethical theories and apply them to topical issues. Is abortion wrong? Should we experiment on animals? Should the death penalty be reintroduced? Students carry out an in-depth study of business ethics, sexual ethics and euthanasia as well as debating other contemporary issues.

Developments in Religious Thought:

This topic explores the key questions raised by religion in the 21st century. Is the church inherently sexist? Is there really an afterlife? Do science and religion oppose each other? Students will explore how historical, political and social change has shaped religion in and consider what role, if any, religion will play in the future.

Assessment

3 x 2 hour written examinations - There is no coursework.

Progression

The Russell Group of universities has made it clear that Philosophy & Religious Studies A level provides ‘suitable preparation for University generally’ and both Oxford and Cambridge University include Philosophy, Ethics and Religious Studies in the top-level list of ‘generally suitable Arts A levels’. Past students have gone onto study a variety a degrees such as Theology, Business studies, Law and Early Years Education.

The critical thinking skills gained in this demanding curriculum area are of value in many different areas. Students go on to work in a variety of different roles in a range of employment sectors. Typical employers include:

- National and local government
- Schools, colleges and universities
- Charities, voluntary and non-profit organisations
- Health Service, Social services and other caring professions
- The church and other religious organisations
- Financial and legal firms
- PR, advertising, sales and marketing companies
- Television companies and publishing houses

Entry Requirements

GCSE Grade 5 or above in English Language, GCSE Grade 5 or above RS is desirable.

Students of all faiths and no faith are welcome.

Examination Board/Further Details

OCR Mrs N Martin/ Miss S Gault

Anything is...
POSSIBLE

The 6th Form
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PHYSICS - A LEVEL

Course Content

Year 12

- Topic 1 – Working as a Physicist
- Topic 2 – Mechanics
- Topic 3 – Electricity
- Topic 4 – Materials
- Topic 5 – Waves and Behaviour of Light

Year 13

- Topic 6 – Further Mechanics
- Topic 7 – Electric and Magnetic Fields
- Topic 8 – Nuclear and Particle Physics
- Topic 9 – Thermodynamics
- Topic 10 – Nuclear Radiation
- Topic 11 – Gravitational Fields
- Topic 12 – Space
- Topic 13 – Oscillations

Teaching and Learning

Students will develop a range of skills including problem solving, planning, communication, data acquisition and analysis.

The course aims to give students a wide overview of modern physics and its relevance to society. There is an emphasis on practical skills and ‘How Science Works’. Practical work is used to support and extend student understanding of the key concepts covered within lessons.

Practical skills will be assessed within the written examinations. There is also an internally assessed Practical Endorsement which is reported separately.

Assessment

The A-Level course is for students who wish to study physics to a greater depth. At the end of the course, students take 3 examinations.

Paper 1 – Advanced Physics 1 – Topic 1, 2, 3, 6, 7, and 8.

Paper 2 – Advanced Physics 2 – Topic 1, 4, 5, 9, 10, 11, 12, 13.

Paper 3 – General and Practical Principles in Physics assesses all topics and will focus on conceptual and theoretical understanding of experimental methods.

Progression

A qualification in A Level physics allows students to pursue many career opportunities such as:

Engineering, Medicine, Astrophysics, Nuclear Industry, Computer Science, Research Scientist, Teaching, Telecommunication, Medical Physics, Geophysics, Environmental Science, Technicians and many non-scientific areas e.g. Law, Accountancy, Architecture and Philosophy.

Entry Requirements

GCSE Grade 7-7 in Trilogy or GCSE Grade 7 in Physics, GCSE Grade 7 in Maths, GCSE Grade 5 in English Language. A Level Maths is strongly recommended, but not compulsory.

Examination Board/Further Details

Edexcel Mrs R Toher and Mr A Macaulay

CAREERS

- Geophysicist/Field Seismologist
- Healthcare Scientist, Medical Physics
- Higher Education Lecturer
- Radiation Protection Practitioner
- Research Scientist (Physical Sciences)
- Scientific Laboratory Technician
- Secondary School Teacher
- Meteorologist
- Structural Engineer
- Acoustic Engineer
- Product/Process Development Scientist
- Systems Developer
- Technical Author
- Chemical Physics
- Nanotechnology

PSYCHOLOGY - A LEVEL

Anything is...

POSSIBLE

Course Content

Paper One: Introductory Topics in Psychology – Social Influence, Memory, Attachment, Psychopathology

Paper Two: Psychology in Context – Approaches in Psychology, Biopsychology, Research Methods.

Paper Three: Compulsory section: Issues and debates.

Optional section: Gender, Aggression, Schizophrenia

Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in both papers .

Overall, at least 10% of the marks in assessments for Psychology will require the use of mathematical and biological skills. These skills will be applied in the context of Psychology A-Level and will be at least the standard of **higher tier GCSE Mathematics**.

Teaching and Learning

In A-Level Psychology, we integrate teacher-led sessions that incorporate planned retrieval, modelling, practice, and assessment, complemented by collaborative learning opportunities. On occasions you will also carry out your own Psychology research to deepen your understanding of research methods. A-Level Psychology emphasises critical thinking, enabling students to analyse information, identify patterns, and draw logical conclusions. Students also develop strong numeracy and research skills, learning to gather, measure, and interpret data. Effective communication, both written and verbal, is a core component of the course, along with interpersonal skills such as empathy and emotional intelligence. Additionally, students learn to navigate ethical dilemmas and make decisions that prioritise the well-being of individuals. Through hands-on learning experiences, students apply their knowledge, develop practical skills, and engage in reflective practice. Visits may include to London to visit the Freud Museum, Jack the Ripper tour, Bethlem Museum of the Mind, and also the Old Bailey and Liverpool Crown Court to observe criminal cases and jury behaviour. Revision conferences are also offered prior to examinations.

Assessment

Paper 1: 2 hour exam, 96 marks, 33.3% of A Level award. Multiple choice, short and extended writing style questions. Each section worth 24 marks.

Paper 2: 2 hour exam, 96 marks, 33.3% of A Level award. Multiple choice, short and extended writing style questions. Section A & B: 24 marks. Section C – Research methods: 48 marks.

Paper 3: 2 hour exam, 96 marks, 33.3% of A Level award. Multiple choice, short and extended writing style questions. Each section worth 24 marks.

Progression

Psychology is a very well established and popular subject at A-Level and is highly regarded by universities, opening doors to a wide range of undergraduate degrees in Psychology, Neuroscience, Criminology, Sociology, and related disciplines. In addition, A Psychology A-level lays the foundation for a multitude of rewarding careers, from Clinical and Counselling Psychology to Forensic, Sports, and Educational psychology. The strong analytical and problem-solving abilities students develop as well as effective communication skills, and a keen understanding of human behaviour, makes them attractive candidates for a wide range of professions such as healthcare, social services, business, and education.

Entry Requirements

GCSE Grade 5 or above in English Language, GCSE Grade 5 or above in Maths, GCSE Grade 5 in Biology is desirable.

Examination Board/Further Details

AQA Mr. S Ben-Ali, Mrs A Jan

CAREERS

- Clinical Psychology
- Forensic Psychology
- Educational Psychology
- Occupational Psychology
- Counselling Psychology
- Health Psychology
- Neuropsychology
- Teaching & Research
- Wellbeing Practitioner
- Advice Worker
- Careers Adviser
- Chaplain
- Counsellor
- Detective
- Education Consultant
- Life Coach
- Market Researcher
- Mediator
- Play Therapist
- Policy Officer
- Psychotherapist
- Social Worker
- Human Resource Manager
- Media Roles

The 6th Form

@ St Hilda’s

SOCIOLOGY - A LEVEL

Course Content

- Education
- Families & households
- Beliefs in Society
- Crime and Deviance
- Sociological Theory & Research Methods

Teaching and Learning

In A-Level Sociology, we integrate teacher-led sessions that incorporate planned retrieval, modelling, practice, and assessment, complemented by collaborative learning opportunities. We cultivate critical thinkers and socially conscious individuals through active engagement with contemporary issues. Our A-level curriculum develops learners' ability to critically analyse information and complex social issues, formulate reasoned arguments, and appreciate theoretical debates. Hands-on research methodologies foster a deep understanding of sociological inquiry.

Learners gain invaluable skills in creative communication, enabling informed judgments and effective insights. We nurture personal growth by exploring identities, roles, and societal responsibilities. A-Level Sociology aims to foster a lifelong interest in social issues and empowers students to understand and improve society.

At the core of Sociology is an awareness of cultural capital and we develop this and their understanding through extra-curricular visits which may include to London to visit the Suffragette Museum Exhibition, Jack the Ripper tour, Karl Marx walking tour, and also the Old Bailey and Liverpool Crown Court to observe criminal cases and jury behaviour.

Revision conferences are also offered prior to examinations .

Assessment

A Level specification has three units:

Paper 1: Education with Theory and Methods

2 hour written exam, 80 marks, 33.3% of A-level

Topics: Education: short answer and extended writing, 50 marks
Methods in Context: extended writing, 20 marks
Theory and Methods: extended writing, 10 marks

Paper 2: Topics in Sociology

2 hour written exam, 80 marks, 33.3% of A-level

Topics: Section A: Families & Households: extended writing, 40 marks
Section B: Beliefs in Society: extended writing, 40 marks

Paper 3: Crime & Deviance with Theory and Methods

2 hour written exam, 80 marks, 33.3% of A-level

Topics: Crime & deviance: short answer and extended writing, 50 marks
Theory & Methods: extended writing, 30 marks

CAREERS

- Marketing
- Advertising
- PR
- Journalism
- Law
- Teaching
- Welfare
- Social Research
- HR
- Sociologist
- Social Worker
- Civil Service
- Public Health

SOCIOLOGY - A LEVEL continued

Progression

Sociology is an established and popular A Level. Students have used this A Level as a foundation for further study of Sociology or related subject in higher education.

In addition it is a worthwhile course for students intending to pursue other careers in contemporary society, as an understanding of sociological issues provides a necessary part of general education.

Students who have studied Sociology at St Hilda’s have gone on to enjoy a variety of careers including: Teaching, Social Work, Police Force, Industry, Civil Service, Health, Law.

Entry Requirements

GCSE Grade 5 or above in English Language, GCSE Grade 4 or above in Sociology (if taken).

Examination Board/Further Details

AQA Mr S Ben-Ali, Ms C McLaughlin



Level 3 Applied Diploma in CRIMINOLOGY

Course Content

4 mandatory Units:

- 1 Changing Awareness of Crime
- 2 Criminological Theories
- 3 Crime Scene to Courtroom
- 4 Crime and Punishment

Teaching and Learning

In Level 3 Criminology, we integrate teacher-led sessions that incorporate planned retrieval, modelling, exam question and controlled assessment practice, and assessment, complemented by independent research and collaborative learning opportunities. Each unit within the qualification has an application to authentic case studies. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. The applied purpose will also allow learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project-based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

Assessment

The following units are internally assessed:

- Unit 1: Changing Awareness of Crime
- Unit 3: Crime Scene to Courtroom

Units are assessed through summative controlled assessment (on computers) spread over 8 hours.

The following units are externally assessed:

- Unit 2: Criminological Theories
- Unit 4: Crime and Punishment

- 90-minute examination
- total of 75 marks
- three questions on each paper
- short and extended answer questions, based on stimulus material and applied contexts
- graded: on a scale of A to E

Progression

The purpose of the WJEC Level 3 Applied Certificate in Criminology is to provide learners with an introduction to criminal justice and to give a context for humanities learning. Together with other relevant qualifications, such as Psychology and Sociology, it develops their understanding to support entry to higher education courses in the humanities sector. Alternatively, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.

Entry Requirements

4 GCSEs Grade 4 or above.

Examination Board/Further Details

WJEC

Mr Ben-Ali

CAREERS

- Nurse
- Midwife
- Physiotherapist
- Speech Therapist
- Radiographer
- Forensic Scientist
- Teacher
- Laboratory Technician
- Data Science
- Mathematics
- Computer Science
- Biomedical Science
- Biomedical Engineer
- Engineering

BTEC LEVEL 3 - Extended Certificate - APPLIED SCIENCE

Course Content

Four Mandatory Units:

- 1. Principles and Applications of Biology (60 GLH)
- 2. Principles and Applications of Chemistry (60 GLH)
- 3. Principles and Applications of Physics (60 GLH)
- 4. Practical Scientific Procedures and Techniques (90 GLH)

One Optional Unit from:

- 5. Scientific Investigation Skills (90 GLH)
- 6. Contemporary issues in Science (90 GLH)

Teaching and Learning

The Pearson Level 3 Alternative Academic Qualification BTEC National in Applied Science (Extended Certificate) is designed for post-16 students with an interest in science and aiming to progress to higher education as a route to graduate level employment. Equivalent to one A level in size, it is suitable for students looking to develop their applied knowledge and skills in science alongside two A levels (or other BTEC awards).

Students will develop the following knowledge and skills from the mandatory units:

- Fundamental scientific principles and applied knowledge relating to biology, chemistry and physics.
- Laboratory techniques, including health and safety assessment, and associated professional practice.
- Critical thinking.

Students will develop the following knowledge and skills from the optional units:

- Scientific Research skills including researching and planning methodologies, primary data collection and analysis, drawing justified conclusions.
- Secondary research skills including collecting information from a range of sources, its evaluation and interpretation, and its use to draw reasoned conclusion.

Students can also develop other transferable skills such as personal responsibility and independent learning. Students develop the ability to practically apply scientific concepts, which is beneficial to the analytical approach of related degrees. Critical thinking and independent learning help students to be better prepared for the self-directed learning approach used in higher education and become more open-minded to learning. Research and extended writing skills with the other skills, create a good foundation for academic success. The qualification can be taken as part of a diverse programme, leaving progression options fully open. It can also give context to subjects which would benefit from some scientific background. This will depend on the combination of qualifications chosen. For example, taken alongside:

- A Level in Psychology and BTEC Level 3 National Extended Certificate in Sport to progress to sport psychology courses
- BTEC Level 3 National Extended certificate in Health and Social Care to progress to nursing courses

Assessment

External assessments comprise 50% of the final grade award. The external examinations are the three mandatory units 1, 2 & 3.

Internal assessments comprise 50% of the final grade award. Unit 4 and either Unit 5 or 6.

Progression

The course will give a strong grounding for a profession that require a broad foundation in science. Students may go on to study criminology, nursing, sports science, geography, environmental science amongst other subjects.

Entry Requirements

GCSE Grade 5 or above in Science, and GCSE Grade 5 or above in Maths.
A minimum of 4 GCSEs at Grades 4-9 to include Maths and Science.

Examination Board/Further Details

Pearson BTEC

Mr Macaulay, Mrs Williams or Mr Phillips

The 6th Form

@ St Hilda’s

Course Content

Mandatory Units:

- Unit 1 – Exploring Business
- Unit 2 – Developing a Marketing Campaign (Externally Assessed)
- Unit 3 – Personal and Business Finance (Externally Assessed)

Management Pathway Units:

- Unit 8 – Recruitment and Selection Process

Teaching and Learning

Students will gain fundamental knowledge of a range of business organisations and the many factors that shape the nature of organisations operating in an increasingly complex business world. They will develop knowledge of the range of human, physical, technological and financial resources required in an organisation, and how the management of these resources can impact on business performance.

They will analyse how marketing, research and planning and the marketing mix are used by all organisations and how the collection and management of business information and the successful communication of that information throughout a business is crucial for success.

On completion of the core units, students will focus on gaining the skills required to successfully manage a business. This includes developing knowledge that can improve the workplace, through an understanding of the importance of staff training and development. Knowledge will be gained in how to successfully plan, implement and run a business event alongside practical skills of working in a team and developing the skills required to be a team leader.

Students will visit local businesses and have the opportunity to listen to outside speakers. Teaching will be classroom based using case studies and videos.

Assessment

Two units will be assessed through coursework tasks, while two units will be externally assessed. Students will complete each unit and be graded pass, merit or distinction based on the successful completion of tasks.

Progression

The course will give a strong grounding in any Business environment whilst developing additional skills for those looking to pursue a career in Business Management. Students may wish to continue their education or enter the workplace. This is course is broadly equivalent to one GCE A Level.

Entry Requirements

4 GCSEs Grade 4 or above.

Examination Board/Further Details

Edexcel Miss A Shaw

CAREERS

- Market Research
- Advertising
- Sales
- Accountant
- Production Manager
- Quality Control Manager
- HR Assistant/Manager
- Management Consultant
- Business Studies Teacher
- Self Employed
- Investment Analyst
- Stockbroker
- Data Analyst
- Investment Banking
- Business Development

Course Content

The BTEC Health and Social Care course is a two year course that covers many aspects of Health and Social Care. This is an exciting course where students research and investigate a variety of relevant topics related to the ever changing world of the Health and Social Care sector of industry.

The content of the course has a vocational setting to give students a good understanding of the work carried out in this area. You will be expected to undertake relevant work experience in the Health and Social Care sector to assist with your studies.

The qualification is equivalent to one A Level.

Mandatory Units:

- Unit 1 – Human Lifespan Development
- Unit 2 – Working in Health and Social Care
- Unit 5 – Meeting Individual Care and Support

Optional Units:

Learners complete 1 Optional Unit

Teaching and Learning

Lessons in this subject will be interactive; you will gain more from this course if you are prepared to take an active part in discussions and class activities. There will be opportunities for current practitioners and university students to come in to class and share their real-life experiences.

This will make the subject realistic, meaningful and varied. You will also undertake voluntary work in the Health and Social Care sector to assist you with your studies.

Students will complete the compulsory units first before attempting the optional units.

Assessment

Total number of units – 4

- Units 1 and 2 – written exam, set and marked externally
- Unit 5 – an assignment set and marked internally
- Optional Unit – an assignment set and marked internally

Progression

Health and Social Care is a good choice to study alongside other A Levels if you are thinking of any career that involves working with people. These include amongst others, Nursing (Adult, Mental Health and Paediatric), Midwifery, Physiotherapy, Occupational Health, Social Work, Primary Teaching, Early Years, Police and Youth Work. Some students will study for this qualification purely for the interest they have in this fascinating subject. It will equip you with a range of transferable skills including team working, organisation, presentation, effective communication, working to deadlines, time-management, independence and initiative; all very valuable to both universities and employees.

Entry Requirements

4 GCSEs Grade 4 or above.

Examination Board/Further Details

Edexcel Miss A Shaw

Anything is...

POSSIBLE

BTEC LEVEL 3 - National Extended Certificate - MUSIC PERFORMANCE

Course Content and Assessment

This course is designed to develop your practical musicianship, musical literacy and knowledge and understanding of professional practice within the music industry. In addition to music specific content, the course also explores highly desirable skills such as performance techniques, cognitive and problem-solving skills, communication skills, digital competency, self-management and collaborative team working.

It is expected that *all* applicants will play an instrument and/or sing and should aim to begin the course with an understanding of music theory and notation. Along with this, students are expected to have access and prior knowledge to notation or studio recording software e.g. Sibelius/Garageband.

The qualification equates to one A level and is intended to be studied alongside other subjects over a two-year programme of study.

Over the course of the two years, you are expected to **complete four units**. Three are mandatory (highlighted below in orange) and you have **one free** choice.

Teaching and Learning

A combination of mostly theoretical classroom based lessons with the occasional practical based lessons.

Progression

The qualification is intended to carry UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses.

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

- BA(Hons)in Performing Arts/Music Performance
- BA(Hons)in Music Industry Management
- Bmus (Bachelor of Music) in Harmony, Performance, Music Technology
- BA (Hons) in Music Performance, Production and Composition

A word to learners

Today’s BTEC Nationals are demanding, as you would expect! You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life, your BTEC National will be your passport to success!

Entry Requirements

4 GCSEs Grade 4 or above
Grade 5 on instrument/voice
GCSE Grade 5 in Music

Examination Board/Further Details

Pearson F. McCann

- CAREERS
- Drama
 - Film Studies
 - Journalism
 - Administration
 - Publishing
 - Radio
 - Television
 - Recording Technology
 - Speech and Music Therapy
 - Performing
 - Teaching
 - Composing
 - Arranging and Editing

BTEC LEVEL 3 - National Extended Certificate - SPORT

Course Content and Assessment

BTEC Sport is equivalent to one A level and is accepted by all the major academic universities alongside other A levels.

This course is divided into four units:

- Unit 1 – Anatomy and Physiology
- Unit 2 – Fitness Training
- Unit 3 – Professional Development in the Sports Industry
- Unit 6 – Sports Psychology

Unit 1 – Anatomy and Physiology.
This is assessed in a written exam.

Unit 2 – Fitness Training and Programming for Health, Sport and Well-being.
This is assessed in a written exam.

Unit 3 – Professional Development in the Sports Industry.
This is assessed by doing a project or a presentation.

Unit 6 – Sports Psychology.
This is assessed by doing a project or a presentation.

Teaching and Learning

A combination of mostly theoretical classroom based lessons with the occasional practical based lessons .

Progression

BTEC Sport Level 3 is accepted by the top universities alongside A levels for UCAS points. It links well with many subjects including psychology, sociology and biology or chemistry.

The course can be used as a stepping stone for many academic studies at University or in preparation for directly linked courses such as Sports Science, Physiotherapy, Leisure and Recreation and Psychology.

Entry Requirements

GCSE Grade 4 or above in PE. If not studied PE, minimum Grade 4 in Science.

PE is **not** an essential requirement.

Examination Board/Further Details

Edexcel Mr D O’Leary

- CAREERS
- Sports Science
 - Sports Management
 - Healthcare
 - Biology
 - Physics
 - Psychology
 - Nutrition
 - Sociology
 - Physiotherapist
 - Coaching
 - Events Manager
 - Fire Service

Anything is...
POSSIBLE

- CAREERS
- Games Developer
 - Cloud Architect
 - Computer Forensic Investigator
 - Health IT Specialist
 - Mobile Application Developer
 - Web Developer
 - Technical Support Specialist
 - Information Technology
 - Vendor Manager
 - Data Modeller
 - Teacher
 - Software Engineer
 - Database Program Designer
 - Multimedia Programmer
 - IT Manager
 - IT Consultant

Cambridge Advanced Nationals in Computing: Application Development

Course Content

This qualification will help you develop knowledge, understanding and skills that will help prepare you for progression to undergraduate study and are relevant to the ICT practitioners sector. You will gain independence and confidence in Computing which will prepare you for progressing to university courses or the world of work.

Learners will study five units, made up of three mandatory and two optional units. All learners will study the following mandatory units; **Fundamentals of application development** where you will learn about the different stages that developers go through to produce a working software application, how they scope application requirements, and the design features which make applications intuitive for users. You will also study **Developing application software**, where you will learn about implementation, methodology and the areas that need to be considered when applications are being developed for different platforms. The final compulsory unit is **Designing and communicating UX/UI solutions** where learners are required to learn the principles of UX/UI design and what makes an interface easy to use. Two further units, one of which must be the designated mandatory unit must also be completed.

Learners will study three mandatory units:

1. Fundamentals of application development

2. Developing application software

3. Designing and communicating UX/UI solutions

Students will also study a further two units:

1. Website development

2. Immersive technology solution development

Teaching and Learning

How does the qualification provide employability skills?

This combination allows learners to achieving a qualification that equips them with relevant employability skills. The optional units chosen will support and enhance the skills that learners are developing, thus enabling them to gain a deeper appreciation of the IT and Computing industry.

Assessment

Fundamentals of application development	External assessment
Developing application software	External assessment
Designing and communicating UX/UI solutions	Internally assessed
Website development	Internally assessed
Immersive technology solution development	Internally assessed

Progression

What could this qualification lead to?

Both the subject-specific knowledge, understanding and skills, and broader transferable skills developed through these units, will help you progress to further study in related areas such as:
Computer Science | Creative Computing | Computer Games Development | Web and Mobile Development Computing | Web and User Experience Design.

Entry Requirements

4 GCSEs Grade 4 or above.

Examination Board/Further Details

OCR Mrs A McDonagh

GCSE RE-SIT - ENGLISH LANGUAGE AND MATHEMATICS

Compulsory for students who achieve below a grade 4 at GCSE.

Students are required to attend timetabled lessons.

GCSE English Language and Mathematics are nationally recognised as being important qualifications for many occupations and also higher education.

Students are expected to offer the same commitment to this programme as to any other level 3 qualification.

Examination Board for English Language

EDUQAS

Examination Board for Mathematics

Edexcel

Anything is...
POSSIBLE

Anything is...

POSSIBLE



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Ms A. Howard - Head of College

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