



# St Joseph's Catholic High School

Sixth Form Subject Information  
*September 2025 Entry*



Our advice is to have a conversation with your child's subject teacher as to their suitability to the demands of the course. The good news is that there is plenty of time to ensure the best outcome is achieved by your son or daughter.

We have a career's guidance counsellor who holds 1:1 sessions with our students. These sessions will focus on the best pathway for your child and how to achieve it. If you are interested, speak to your Head of Year.

## **Subject Information**

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***\*Running of courses are subject to enough students signing up to study it.***

# Art, Craft & Design

**Department:** Art

**Type of Qualification:** A-Level

**Exam Board:** AQA  
**Specification:** 7201

**Entry Requirements:**  
Grade 5 GCSE Art & Design.

## Course Content:

### Year 12

Terms 1&2: Experimental Portfolio

Students are taught higher-ability artistic techniques and processes and are introduced to complex contemporary art theory. A portfolio of experimentation is developed.

Term 3 – Personal Investigation (60% of A Level)

Students create a portfolio of self-directed ideas investigating a theme of own students choosing followed by a final piece.

### Year 13

Term 1 – Personal Investigation (60% of A Level)

Continuation of self-directed portfolio started in Term 3 of Year 12.

Term 2 – Externally Set Assignment + 15 hours Supervised Time (40% of A Level Students investigate and respond to a set brief, followed by 15 hours of supervised time.

With each component, students must provide evidence that they have explored critical and contextual artwork through a range of two-dimensional and/or three-dimensional processes and media. Under the title of Art, Craft & Design, they have the opportunity to explore media in a variety of areas: textiles, photography, 3D design, graphics, fine art and digital media.

### Style of Assessment:

Work is 90/10 practical/written. Students complete 2xA3 books of practical making, complimented with 1000-3000 continuous prose explaining their ideas and processes.

### Contact Details:

Miss C.Tidy - Subject Leader of Art  
[c.tidy@st-josephs.slough.sch.uk](mailto:c.tidy@st-josephs.slough.sch.uk)

### What the students say:

*"Art at St Joseph's allows me to bring out my creative side in-depth, and express myself more through my work."*

**Antonia Lubowa (St Joseph's Alumni)**

### Super curricular opportunities:

Tate Modern

Tate Britain

The Design Museum

The Royal Academy of Arts

The Victoria and Albert Museum

The National Galley

### Career Prospects:

A course in Art & Design will teach you more than just how to properly manipulate materials and will prepare you to think critically and innovatively – skills that are highly valued outside of the creative industries as well. Although the potential careers are vast, there are many options in the creative industries, such as:

Fine artist, art therapist, fashion designer, animator, photographer, graphic designer, illustrator, gallery curator, architect, textile designer, interior designer, retail merchandising, gaming designer, advertising executive, teacher, and many more.

### If I were to take this course I should read:

- Living and Sustaining a Creative Life: Essays by 40 Working Artists by Sharon Loudon
- Catching the Big Fish: Meditation, Consciousness, and Creativity by David Lynch
- Art & Fear: Observations on the Perils (and Rewards) of Artmaking by David Bayles & Ted Orland

# Biology

**Department:** Science

**Type of Qualification:** A-Level

**Exam Board:** AQA  
**Specification:** 7402

**Entry Requirements:**

- 7 in Biology GCSE (if completed separate sciences)
- 6 overall with 7 in Biology papers (if completed combined sciences)
- 6 in Maths

**Course Content:**

Year 12:

1. Biological molecules
2. Cells
3. Organisms exchange substances with the environment
4. Genetic information, variation and relationships between organisms

Year 13:

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

**Style of Assessment:**

Paper 1 – Topics 1-4, 2 hours, 91 marks  
Paper 2 – Topics 5-8, 2 hours, 91 marks  
Paper 3 – Topics 1-8, 2 hours, including experimental data and an essay, 78 marks

Required practicals to gain mastery in 5 practical competencies

**Contact Details:**

Dr Wait – Leader of KS5 Biology  
[m.wait@st-josephs.slough.sch.uk](mailto:m.wait@st-josephs.slough.sch.uk)

Mr C Robinson - Subject Leader of Science  
[c.robinson@st-josephs.slough.sch.uk](mailto:c.robinson@st-josephs.slough.sch.uk)

**Super Curricular Opportunities:**

- Attend Eton college medical society talks
- Residential FSC Field Trip
- Participate in the Biology Olympiad
- Trips to Museums

**Career Prospects:**

Medicine, veterinary medicine, accounting, law, teaching, physiotherapy, psychology

**If I were to take this course I should read:**

The selfish gene by Richard Dawkins  
Genome by Matt Ridley  
What a plant knows by Daniel Chamovitz

**What the students say:**

*"Biology has given me skills such as analysis that I am able to utilise in my other subjects. It has also allowed me to realise the relevance that it has to our everyday lives. I have particularly enjoyed studying DNA: how it replicates and is the code to create all proteins in living things."* **Ramlah Riza (St Joseph's Year 13 2022-23)**

# Business

**Department:** Business and Economics

**Type of Qualification:** A-Level

**Exam Board:** Edexcel  
**Specification:** 9BS0

**Entry Requirements:**

GCSE Grade 5 Business Studies and a Grade 4 GCSE English Language required

**Course Content:**

- Theme 1: Marketing and People.
- Theme 2: Managing Business Activities.
- Theme 3: Business Decisions and Strategy.
- Theme 4: Global Business

**Style of Assessment:**

100% Exam assessed

Paper 1: Marketing, people and global businesses comprises 2 questions and comprises 100 marks. 35% of A-Level The assessment

Paper 2: Business activities, decisions and strategy comprises 2 questions, and comprises 100 marks. 35% of A-Level The assessment

Paper 3: Investigating business in a competitive environment assessment comprises 2 questions and comprises 100 marks. 30% of A-Level The

**Super curricular opportunities:**

Young Enterprise Competition AWS competition  
The Museum of Brands – London Mars – Slough

**Career Prospects:**

The course is designed for pupils who want to develop skills for modern management and become entrepreneur business leaders.. Also it is suitable for people who want to explore how information and data can be handled. An A Level in Business Studies can lead on to careers in any industry and general management, with specialisms such as accounting and finance, marketing or human resources.

**If I were to take this course I should read:**

The news and business stories on a regular basis  
The tipping point: how little things can make a big difference – Malcolm Gladwell  
The Google Story: David A. Wise

**What the students say:**

*"This course had such a variety of topics that it was always interesting. It is also very useful in that whether you go on to be employed or look to set up your own business, it provides a great insight to the world of work."*

**Weronika Maron (St Joseph's Alumni)**

**Contact Details:**

Mr A Goza - Subject Leader of Business Studies & Economics  
[a.goza@st-josephs.slough.sch.uk](mailto:a.goza@st-josephs.slough.sch.uk)

# Vocational Business Studies (BTEC)

**Department:** Business and Economics

**Type of Qualification:** BTEC National Extended Certificate (360)

**Exam Board:** Edexcel

**Specification:** BTEC Level 3 National Certificate in Business 601/7155/8

**Entry Requirements:**

Grade 4 in GCSE English Language **and** Maths

## Course Content:

### Year 12

- Unit 1: Exploring Business
- Unit 2: Developing a Marketing Campaign (exam)

### Year 13

- Unit 3: Personal and Business Finance (exam)
- Unit 8 Recruitment and Selection Process

## Style of Assessment:

Assessment is part external assessment in the form of examinations and set tasks, and part internal assessment by completing assignments and providing a portfolio in the form of completed individual research projects, presentations, and essays.

The assessment criteria is split into Pass, Merit and Distinction. At the end of the year, your final grade will be calculated according to how many Pass, Merits and Distinctions you have achieved.

## Super curricular opportunities:

Mars – Slough SEGRO – Slough  
Opportunities through Learning to Work – LHEA  
Cadbury’s World  
Freakonomics Podcast Museum of Brands - London

## Career Prospects:

Whatever your chosen career path, a business course will help you on your way: directly into employment or to higher level study. Typical career routes include working for the financial and service industries in the area or setting up your own business. University courses include Business, Finance, Accountancy, Economics, Marketing, International Business, Event Management and Human Resource Management.

## If I were to take this course I should read:

Edexcel – BTEC Nationals – Skills for learning and work  
The news and business stories on a regular basis  
The tipping point: how little things can make a big difference – Malcolm Gladwell

## Contact Details:

Mr A Goza - Subject Leader of Business Studies & Economics  
[a.goza@st-josephs.slough.sch.uk](mailto:a.goza@st-josephs.slough.sch.uk)

## What the students say:

*"I enjoyed doing the course as it prepared me for the independent study that I will face at university".* **Jodie Malaj (Year 13).**

# Chemistry

**Department:** Science

**Type of Qualification:** A-Level

**Exam Board:** AQA  
**Specification:** 7405

**Entry Requirements:**

- 7 in Chemistry GCSE (if completed separate sciences)
- 6 overall with 7 in Chemistry papers (if completed combined sciences)
- 6 in Maths

**Course Content:**

Year 12:

1. Physical Chemistry 1
2. Organic Chemistry 1
3. Inorganic Chemistry 1

Year 13:

1. Physical Chemistry 2
2. Organic Chemistry 2
3. Inorganic Chemistry 2

**Style of Assessment:**

100% exam assessment

Paper 1: Physical and Inorganic Chemistry, 105 marks, 2 hours

Paper 2: Physical and Organic Chemistry, 105 marks, 2 hours

Paper 3: Physical, Inorganic and Organic Chemistry, 90 marks, 2 hours

Required practicals to gain mastery in 5 practical competencies

**Super curricular opportunities:**

- Attend lectures in London by leading scientists
- Attend Eton college medical society talks
- The museum of the history of science at Oxford University
- Science Museum London
- Royal Society of Chemistry – Burlington Arcade, London
- Museum of History of Science - Oxford

**Career Prospects:**

Medicine, veterinary medicine, accounting, law, teaching, engineering, chemical engineering, architecture.

**If I were to take this course I should read:**

- Periodic Tales by Hugh Aldersey-Williams
- The disappearing spoon by Sam Kean
- The pleasure of finding things out by Richard Feynman
- The New Scientist – Journal

**Contact Details:**

Mr C Robinson – Head of Science and KS5 Chemistry

[c.robinson@st-josephs.slough.sch.uk](mailto:c.robinson@st-josephs.slough.sch.uk)

**What the students say:**

*"Learning about the intricate structures of molecules, chemical reactions, bonds and much more captivates my intellectual curiosity, making chemistry a tough yet enjoyable subject. I particularly like physical chemistry because it challenges me to think critically and sharpens my problem solving skills. It has also encouraged me to approach problems more systematically and creatively."* **Sheryl Fernandes Year 13**

# Computer Science

**Department:** Computing

**Type of Qualification:** A-Level

**Exam Board:** OCR  
**Specification:** H446

**Entry Requirements:**  
Grade 6 in both GCSE Computer Science, Maths and Grade 5 in GCSE English Language required

## Course Content:

- Characteristics of contemporary processors
- Software and development
- Exchanging data
- Data types structures and algorithms
- Legal, moral and ethical issues
- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms
- Analysis, design and development of a programming project.

## Style of Assessment:

Year 13: Two written papers forming 80% of the total mark:  
Component 1: Computer systems (01) 140 marks 2 hours and 30 minutes written paper (no calculators allowed)  
Algorithms and programming (02\*) 140 marks 2 hours and 30 minutes written paper (no calculators allowed)  
Programming project (03) – Externally Moderated - one portfolio on a programming project forming 20% of the total mark.

## Contact Details:

Mrs E Buck - Subject Leader of Computer Science  
[e.buck@st-josephs.slough.sch.uk](mailto:e.buck@st-josephs.slough.sch.uk)

## Super curricular opportunities:

Join a tech community to store your projects and collaborate with other programmers  
Create a blog with your online projects  
The Alan Turing Cryptography Competition

## Career Prospects:

Leads to careers in Computer Science, other Science subjects, business, hardware and software development, network engineering and telecommunications.

## If I were to take this course I should read:

The Most Complex Machine, by David Eck  
Once upon an algorithm, by Martin Erwig, 2017 Wired – a magazine  
Trigger Happy: the inner life of videogames – Stephen Poole  
Accidental Empires – Robert X Cringely

## What the students say:

*"I have enjoyed learning the language and mechanics behind a lot of the technologies we use today."* **Ruth Amponsah (St Joseph's Alumni)**



# Core Mathematics (1 year level 3 course) worth up to 24 UCAS points

**Department:** Mathematics

**Type of Qualification:** Level 3 qualification

**Exam Board:** AQA  
**Specification:** 1350

**Entry Requirements:**  
Grade 5 in GCSE Maths.

**Course Content:**  
Year 12

Compulsory topics:

- Analysis of data
- Maths for personal finance
- Critical analysis of given data and models (including spreadsheets and tabular data)

Optional topics (One of the following):

- Statistical Techniques
- Critical Path & Risk Analysis
- Graphical Techniques

**Style of Assessment:**

There are two assessments that are 1 hour 30 minutes each.

**Super curricular Opportunities:**

The purpose of the qualification is to provide the necessary numeracy skills required for most workforces. This is even more important with more careers demanding a high proficiency in Numeracy and statistics. There will be opportunities to relate the skills to real life financial situations

**Career Prospects:**

This course will increase your prospects of being employed in numeracy based professions such as accountancy and finance as well as business and management.

**If I were to take this course I should read:**

Why do buses come in threes? – Rob Easterway  
Fermat’s Last Theorem – Simon Singh  
The World of Mathematics – James R. Newman  
Godel, Escher and Bach: an Eternal Golden Braid – Douglas Hofstadter

**Contact Details:**

Mr P Odei - Subject Leader of Mathematics

**p.odei @st-josephs.slough.sch.uk**

Ms K Boon – Teacher of Mathematics (KS5 co-ordinator)

**k.boon@st-josephs.slough.sch.uk**

**What the students say:**

*"Core maths gives me the opportunity to apply mathematics to my life in the cooperative world, I have found this to be a very valuable skills when applying for universities"* **Chloe Ayisi-Asiedu (Year 13)**

# Criminology

**Department:** Social Sciences

**Type of Qualification:** Level 3 Certificate and Diploma

**Exam Board:** Eduqas (WJEC)

**Specification:** 4543QC Certificate; 4543QD Diploma

**Entry Requirements:**

Grade 4 in GCSE English Language

## Course Content:

Criminology is the study of crime and deviance in society or social groups. It involves examining the origins of crime, how crime can be controlled and the range of consequences and repercussions that can stem from it. The units covered over the two years are:

### Year 12 (Level 3 Certificate)

Unit 1 - Changing Awareness of Crime; Unit 2 - Criminological Theories;

### Year 13 (Level 3 Diploma)

Unit 3 - Crime Scene to Courtroom; Unit 4 - Crime and Punishment;

## Style of Assessment:

This subject is assessed by a mixture of internal exams (Controlled assessment) and external exams. These are completed gradually over year 12 and 13:

- Unit 1: Controlled assessment (8 hours and 25% of the qualification): Changing Awareness of Crime – Completed in Spring term of year 12
- Unit 2: Exam (1 hour and 30 minutes and 25% of the qualification): Criminological Theories - Completed in Summer term of year 12
- Unit 3: Controlled assessment (8 hours and 25% of the qualification): Crime Scene to Courtroom – Completed in Spring term of year 13
- Unit 4: Exam (1 hour and 30 minutes and 25% of the qualification): Crime and Punishment - Completed in Summer term of year 13

## Career Prospects:

Learners gain 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. The course also supports access to higher education for Criminology, Law, Sociology, and Psychology.

### If I were to take this course:

I should read WJEC Level 3 Applied Certificate in Criminology textbook (Year 12), as well as WJEC Level 3 Applied Diploma in Criminology textbook (Year 13), and I should watch current affairs documentaries (especially those relating to recent crimes) such as Channel 4's Unreported world and the BBC's Panorama.

### Super curricular opportunities:

Students will have the opportunity to attend a criminology conference in London led by researchers that have applied sociological and psychological research in real world situations.

### What the students say:

*"I have been interested in doing criminology as a university course for a while and I was so happy when they decided to take this on as a college course. The controlled assessment really suits my preference for coursework and I like the way the course is divided into units as it makes a lot of sense to me in terms of predicting my grade in the future."*

**Patrycja Raj (St Joseph's Sixth Form Student)**

## Contact Details:

Mr D Kuczynski – Head of Social Sciences

[d.kuczynski@st-josephs.slough.sch.uk](mailto:d.kuczynski@st-josephs.slough.sch.uk)

Mr G Stack-Clark – Assistant Head teacher and Criminology teacher

[g.stack-Clark@st-josephs.slough.sch.uk](mailto:g.stack-Clark@st-josephs.slough.sch.uk)

Mrs F Araf - Assistant Head teacher and Criminology teacher

[f.araf@st-josephs.slough.sch.uk](mailto:f.araf@st-josephs.slough.sch.uk)

# Design & Technology: Product Design

**Department:** Design & Technology

**Type of Qualification:** A-Level

**Exam Board:** AQA  
**Specification:** 7552

**Entry Requirements:**  
Grade 5 in GCSE Design & Technology and Maths are required (if studied).

## Course Content:

The aim of the course is to develop students' practical solving skills, encourage independent learning, creativity and innovation. Students will learn specific subject knowledge in relation to design and manufacture. They will develop their modelling skills both in the workshop and through 2D and 3D CAD modelling; they will develop presentation skills and graphic communication. They will implement and demonstrate their knowledge and skills by designing and making marketable products.

- By choosing Product Design you take the opportunity to develop a broad view of technology and design.

- You will demonstrate your ability to produce a wide range of simple and complex designs.

- You will present your ideas through 3D modelling and apply your manufacturing skills to make a final product.

- You will look for product opportunities, create solutions to problems, develop your making and model making skills and create high quality marketable products.

## Style of Assessment:

Paper 1: Technical Principals Written Examination 2.5 hours  
30% of A-Level

Paper 2: Designing and making principals Written examination: 1.5 hours  
20% of A-Level

NEA- Non-Exam Assessment A Substantial design and make project  
50% of A-Level

## Super curricular Opportunities:

Opportunities to enter external design competitions through live set briefs in year 12. Development of design portfolio. Possible trips to: Design Museum, Ikea. Welcome to develop skills and support pupils within DT department.

## Career Prospects:

Product Design A-Level opens doors to a wide range of careers in the creative, engineering and manufacturing industries as well as medicine, law and computer science. The knowledge and skills you learn, such as teamwork and time management will be valued by employers.

Possible further study could include: Product Design, Industrial Design, Graphic Design, Architecture, and Engineering amongst others.

## If I were to take this course I should read:

- Design for the 21st Century (Icons Series) - Charlotte Fiell and Peter Fiell Thames and Hudson -

- The eco-design handbook - by Alastair Fuad-Luke.

- Design Sketching (ISBN 978-91-976807-0-7) by Erik Olofsson and Klara Sjolen

## What the students say:

"I have really enjoyed the creative side of product design and the idea of creating something tangible by the end of the course." **Janelle Lamptey (St Joseph's Alumni)**

## Contact Details:

Mr A Mall and Mrs I Stacey - Subject Leaders of Design and Technology

**[i.stacey@st-josephs.slough.sch.uk](mailto:i.stacey@st-josephs.slough.sch.uk)**

**[a.mall@st-josephs.slough.sch.uk](mailto:a.mall@st-josephs.slough.sch.uk)**

# Economics

**Department:** Business and Economics

**Type of Qualification:** A-Level

**Exam Board:** Edexcel

**Specification:** 9ECO

**Economics students will sit an AS exam at the end of Year 12.**

**Entry Requirements:**

Grade 6 in GCSE Mathematics

## **Course Content:**

### Year 12

Theme 1: Introduction to markets and market failure Theme 2:  
The UK economy – performance and policies

### Year 13

Theme 3: Business behaviour and the labour market 21 Theme 4:  
A global perspective.

## **Style of Assessment:**

Assessment 100% Exam

Paper 1: Markets and business behaviour 35% A -level -  
2 hour examination 100 marks Paper 2: The national and  
global economy 35% A-level- 2 hour examination 100  
marks

Paper 3: Microeconomics and Macroeconomics 30% A-Level  
– 2 hour examination 100 marks

## **Super curricular opportunities:**

European Travel Share Trading  
Club Personal Finance

## **Career Prospects:**

Economics is suitable for pupils studying business and enjoy working with numbers. To have an in depth understanding of consequences of decisions made individuals, households, firms or government. Employers also like to employ economists for the analytical skills that they bring rather than employing them as practicing economists. Job roles have included emerging market analyst, fund manager’s assistant, and trainee accountant and trainee stockbroker.

## **If I were to take this course I should read:**

The wealth of nations – Adam Smith

The general theory of employment, interest and money – John Maynard Keynes

Thinking Strategically – Avinash Dixit Capital – Karl

Marx

## **What the students say:**

*"Fascinating to learn about how the world works and how we can explain or predict behaviour, I would definitely recommend this course."* **Callum Crowe (St Joseph’s Alumni)**

## **Contact Details:**

Mr A Goza- Subject Leader of Business Studies & Economics

**a.goza@st-josephs.slough.sch.uk**

# English Language

Department: English

Type of Qualification: A Level

Exam Board: OCR  
Specification: H470

Entry Requirements:  
Grade 6 GCSE English Language

## Course Content:

Component 01: 'Exploring Language' - focuses on: linguistic analysis, social contexts of texts, writing about topical language issues, comparing and contrasting written and spoken texts

Exam: Paper 1: 'Exploring Language' - 2 hours 30 minutes - 40% of total A level.

Component 02: 'Dimensions of Linguistic variation' - focuses on: how children acquire language, language in the media, how the English language has changed over time.

Exam: Paper 2: 'Dimensions of Linguistic variation' - 2 hours 30 minutes - 40% of total A level.

Component 03: Independent Language investigation - requires you to independently study and analyse an area/topic of the English Language in full written response and multi-modal response

Non-exam assessment: Language in Action - 20% of A level.

*You must complete all components (01, 02 and 03) to be awarded the A Level in English.*

## Style of Assessment:

Exam based assessments at the end of Year 13 and one extended coursework portfolio (up to 3500 words).

## Super curricular opportunities:

Study Days e.g. Sovereign Education Courses

## Career Prospects:

There are endless career possibilities that English Language can give rise to. Opportunities include: journalism, speech therapy, advertising, creative writing, teaching, broadcasting, public relations, performing arts and further study at university.

## If I were to take this course I should read:

Bill Bryson, 'Mother Tongue'

Lynn Truss, 'Eats, Shoots and Leaves'

Robert Lane green, 'You are what you speak' David Crystal, 'The Fight for English'

## What the students say:

*English Language provides an opportunity to critically engage with real world problems. These include issues surrounding gender and power, where it is apparent and how it is conveyed through the language which has equipped me with an enhanced worldview. My A-Level study has enabled me to compose arguments with greater attention to detail and provide stronger analysis which are skills hugely transferable to both the sciences and humanities. Swizel Fernandes*

## Contact Details:

Mrs A Ward - Subject Leader of English

**a.ward@st-josephs.slough.sch.uk**

Miss A Lewis – Deputy Subject Leader of English

**a.lewis@st-josephs.slough.sch.uk**

# English Literature

**Department:** English

**Type of Qualification:** A Level

**Exam Board:** OCR  
**Specification:** H472

**Entry Requirements:**  
Grade 6 in GCSE English Literature **and** English Language

## Course Content:

You are required to study a minimum of eight texts at A level, including at least two examples of each of the genres of prose, poetry and drama across the course as a whole. This must include: at least three texts published before 1900, including at least one text by Shakespeare, at least one work first published or performed after 2000, at least one unseen text.

You must complete all components (01, 02 and 03) to be awarded the A Level in English Literature.

Component 01: Shakespeare, Drama and poetry pre-1900. Exam: Paper 1: 2 hours 30 minutes, closed text, written exam – 40% of total A level

Component 02: Close reading in chosen topic area, Comparative and contextual study from chosen topic area. Exam: Paper 2: 2 hours 30 minutes, closed text, written exam – 40% of total A level

Component 03: Close reading OR re-creative writing piece with commentary. Comparative essay – Non-examined assessment – 20% of total A level.

## Style of Assessment:

Exam based assessment at the end of Year 13

## Contact Details:

Mrs A Ward - Subject Leader of English

**a.ward@st-josephs.slough.sch.uk**

Miss A Lewis – Deputy Subject Leader of English

**a.lewis@st-josephs.slough.sch.uk**

## Super curricular opportunities:

THE GUARDIAN HAY FESTIVAL May/June <http://www.hayfestival.com> BBC PROMS LITERARY FESTIVAL July/Sept <http://www.bbc.co.uk/proms> HENLEY FESTIVAL July <http://www.henley-festival.co.uk> HENLEY LITERARY FESTIVAL Sept/Oct [www.henleyliteraryfestival.co.uk/](http://www.henleyliteraryfestival.co.uk/)

## Career Prospects:

There is no limit to the possibilities that English Literature can give rise to. The subject is still one of the most prestigious to study in the country. Career opportunities include: journalism, advertising, creative writing, teaching, law, broadcasting, public relations, performing arts and further study at university.

## If I were to take this course I should read:

Everything from your course reading list but also:

The Times Literary Supplement – a weekly literary review

Try to read material from the 'prizes' e.g. The Man Booker prize or the Orange prize

Try to get into reading a broadsheet newspaper weekly

## What the students say:

*"The course has exposed me to new texts I would have never thought to pick up, like 'A Streetcar Named Desire' and 'Hamlet'. I am a book worm anyway, but English Literature A level has really encouraged me to read classic novels and plays"* **Francesca Mennone**

# Extended Project Qualification (EPQ)

**Type of Qualification:** Level 3 (worth half an A Level or 28 UCAS points)

**Exam Board:** Pearson Edexcel  
**Specification:** Level 3

**Entry Requirements:**  
All students at St Joseph's Sixth Form study the EPQ

## Course Content:

Students are required, with appropriate supervision, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the school
- Plan, research and carry out the project
- Write a 5,000 word dissertation on the chosen topic
- Deliver a presentation to an audience
- Provide evidence of all stages of project development and production for assessment.

By taking responsibility for the choice, design and decision making of an individual project, students:

- Become more critical, reflective and independent learners
- Develop and apply decision-making and problem-solving skills
- Increase their planning, research, analysis, synthesis, evaluation and presentation skills
- Learn to apply technologies confidently
- Demonstrate creativity, initiative and enterprise.

## Style of Assessment:

This is a coursework-based subject.

## Contact Details:

Mr T Ojakovoh - Subject Leader of Religious Education  
**t.ojakovoh @st-josephs.slough.sch.uk**

## Super curricular opportunities:

Pupils have the opportunity to attend online talks with universities who can assist with the EPQ.

**Career Prospects:** Although careers vary depending on the chosen topic, the main prospects include:

**Journalist**  
**Editor**  
**Barrister/Solicitor**  
**Senior Project Manager**  
**Human Rights Activist**  
**Policy Advisor**

## If I were to take this course I should read:

The reading list varies depending on which topic pupils decide to write their dissertation on.

## What the students say:

*Doing the extend project qualification has been a very enjoyable opportunity that's not available in other schools, making it a privilege here at St Joseph's! EPQ has provided me with various skills such as effective time management, how to Harvard reference and the ability to do effective research on specific topics, which I can later apply to, in other dissertations at university and at my future workplace. The EPQ provides a further academic stretch and challenges alongside a level studies. In addition to this EPQ helps produce a portfolio which you can be proud of as it shows self-motivation and relevant skills to future employers. – **Jayne Frances Bernales – Year 13***

# Geography

**Department:** Geography

**Type of Qualification:** A-Level

**Exam Board:** AQA  
**Specification:** 7073

**Entry Requirements:**  
Grade 5 in GCSE Geography

## Course Content:

### Year 12:

#### Physical topics:

Hazards  
Water and Carbon Cycles.

#### Human topics:

Changing Places  
Global Systems and Global Governance

### Year 13:

#### Physical topics:

Hot Deserts

#### Human topics:

Contemporary Urban Environments

## Style of Assessment:

Component 1: Physical Paper – 35%  
Component 2: Human Paper – 35%  
Component 3: Non-Examined Assessment – 30% - Students are required to conduct their own fieldwork and investigations and write this up in a report style to show their findings (3,000-4,000 words).

## Enrichment Opportunities:

- Compulsory fieldwork trip in Year 12 to the Field Studies Centre to study water cycles and hydrography.
- Individual fieldwork in Year 12/13.
- Mentoring scheme available for Year 12s.

## Career Prospects:

Geography is an excellent A Level subject to aid progression to university whether you are continuing the subject or not because geography demonstrates a questioning mind and one that can evaluate and summarise key concepts which is a big plus for employers; a recent study found those with a geography degree had the lowest unemployment rate of any subject (2010 HECSU).

## If I were to take this course I should read:

Powerdown: Options and Actions for a Post-Carbon World (2004) by Richard Heinberg.  
Geography: An integrated approach by David Waugh (various editions). Excellent breadth and depth of A-Level content.  
There is no such thing as a natural disaster ( 2006) by Chester Hartman and Gregory D Squires  
Factfulness by Rosling (2018).

## Contact Details:

Miss L Boland - Subject Leader of Geography  
[l.boland@st-josephs.slough.sch.uk](mailto:l.boland@st-josephs.slough.sch.uk)

## What the students say:

*"Geography has enabled me to develop my analytical skills in more than one subject. For example, Geography easily overlaps with key concepts that can be found in Sciences and in Business."* **Ayomi Adu (St Joseph's Alumni)**



# Health and Social Care (BTEC)

**Department:** Physical Education

**Type of Qualification:** Pearson BTEC Level 3 National Extended Certificate in Health and Social Care (360 GLH)

**Exam Board:** Pearson  
**Specification:** 601/7197/2

**Entry Requirements:**  
Grade 4 in GCSE English Language

## **Course Content:**

The course gives students a wide knowledge base from which to gain an understanding of what working within a health and social care setting can entail. It gives students the chance to explore key career opportunities and a chance to understand what the daily role and responsibilities are within this field.

### External Examination Units

Unit 1 – Human Lifespan Development (Mandatory)

Unit 2 – Working in Health and Social Care (Mandatory)

### Internally Assessed Units

Unit 5 - Meeting Individual Care and Support Needs (Mandatory)

Unit 14 –Physiological disorders and their care (Optional)

## **Style of Assessment:**

4 units. 2 Units are external examinations, one of which is a synoptic paper. The other 2 units are internally moderated as pieces of coursework. One exam and one coursework unit will be completed in year 12 and the same in year 13.

All units are graded as pass, merit or distinction and these are accumulated across the two years where an overall grade is calculated at the end of year 13

## **Contact Details:**

Mr F Walsh - Subject Leader of PE  
**F.Walsh@st-josephs.slough.sch.uk**

## **Super curricular opportunities:**

Visits to Health and Social Care settings, such as a care home.  
Question and answer sessions with various Health Care professionals

## **Career Prospects:**

Carer, Occupational, Therapist, Child Care  
Nursery Nurse, Midwife  
Nurse, Health Care Assistant  
Teacher, Social Worker

## **If I were to take this course I should read:**

Edexcel – BTEC Nationals – Skills for learning and work  
The Student's Companion to Social Policy – Alcock, May & Wright  
The spirit level: why equality is better for everyone – Pickett & Wilkinson

## **What the students say:**

"The course includes a lot of content which can be challenging at times but overall it is an interesting subject. This subject prepares you for future career prospects in Health and Social Care" **Sharelle Connor**

**(St Joseph's Alumni)** have been encouraged to volunteer in a health and social care setting to boost our CV and UCAS application." **Bethany Ball-Deans (St Joseph's Alumni)**

# History

**Department:** History

**Type of Qualification:** A-Level

**Exam Board:** Edexcel  
**Specification:** A Level 9HI0

**Entry Requirements:**  
Grade 5 in GCSE History

## Course Content:

In Year 12, students will complete two studies:

1. In search of the American Dream, USA 1917-1996
  - The changing political environment
  - Civil Rights
  - Social and cultural changes
  - The Changing quality of life
  - Impact of the Reagan presidency
2. The creation of a Rainbow nation, South Africa 1948-1994
  - Causes of Apartheid
  - The response to Apartheid
  - Transition to a democracy

## Year 13

1. Britain, losing and gaining an empire, 1763-1914
2. Coursework- How effective was the New Deal by 1941?

## Style of Assessment:

- Paper 1 (USA) Exam- 2 hours and 15 minutes
- Paper 2 (South Africa) Exam- 1 hour and 30 minutes
- Paper 3 (Britain) Exam- 2 hours and 15 minutes
- Coursework- 4000 words

## Contact Details:

Miss E Weir - Subject Leader of History  
**e.weir@st-josephs.slough.sch.uk**

## Super curricular opportunities:

History is appropriate for students who have a natural interest in the world around them and a desire to enrich their understanding of where we are now. If reading, acquiring knowledge about societies in the past, discussion, developing ideas, arguments, and analytical writing appeal to you, then you will almost certainly love studying History.

## Career Prospects:

History is universally revered as a facilitating subject and is valued by all universities including the leading Russell Group universities. History involves so many useful disciplines and touches upon so many areas of life, you can take it in many different directions such as a career in law, journalism, heritage work, politics and the financial sector.

## If I were to study this course I would read:

- David Mauk and John Oakland, *American Civilization Sixth Edition* (Routledge, 2014).
- Nancy L Clark, *South Africa: The Rise and Fall of Apartheid* (Seminar Studies in History, Routledge 2011).
- Niall Ferguson, *Empire* (Penguin, 2004).

## What the students say:

*"I chose to study history initially because I enjoyed the subject and I like finding out information about past historical events, especially pre-1900s. Studying history in the long run is beneficial as you learn about past events and can apply it to today's society and current political climate. It makes you more aware of the world we live in and most of the time when you enter the class, you get more than what you thought you would learn that day".* **Jasmine Hetherington (Alumni)**

# Languages: French

**Department:** Modern Foreign Languages

**Type of Qualification:** A-Level

**Exam Board:** AQA

**Specification:** A-level French 7652

**Entry Requirements:**

Grade 6 in GCSE French

## **Course Content:**

### Year 12

Aspects of French Speaking Society: Family, Cyber society, volunteering.  
Artistic Culture in the French Speaking World: A culture proud of its heritage,  
Contemporary francophone music, Cinema.  
Book study: No et moi  
Film study: La Haine

### Year 13

Aspects of French Speaking Society: Positive features of a diverse society, Life for the marginalised, how criminals are treated.  
Political and Artistic Culture: Teenagers, the right to vote and political commitment, Demonstrations, strikes – who holds the power, Politics and immigration.  
Literary text and film.  
Individual research project.

## **Style of Assessment:**

### Year 13

Paper 1: Listening, reading and writing (2hr 30m) 50%

Paper 2: Writing (2hr) 20%

Paper 3: Speaking (21–23 minutes including 5 minutes supervised preparation time) 30%

## **Super curricular opportunities:**

Trips include film screenings and visits to the BFI in London. Students are able to take part in language immersion study trips to France, which can be organised through the school.

## **Career Prospects:**

A degree in French gives students the edge in today's global job market, whether they are considering a career in business, finance, diplomacy, media, interpreting, translation, teaching, tourism and hospitality, Human Resources, marketing or journalism.

A levels in Languages are more valuable than ever before in a post-Brexit world where foreigners can't relocate as easily. Linguists are in high demand!

## **If I were to take this course I should read...**

The French press regularly ([www.lemonde.fr](http://www.lemonde.fr)).

Novels such as Bonjour Tristesse, Un Sac de Billes, Élise ou la vraie vie. Grammar revision guides to ensure you are secure in GCSE level grammar

## **What the students say:**

*"French is more interesting in Year 12 than at GCSE level as you learn about French people and culture instead of always talking about yourself"* **Wiktor**

**Michalowska Y13**

## **Contact Details:**

Ms M. Toro Sánchez - Subject Leader of MFL

**m.torosanchez@st-josephs.slough.sch.uk**

# Languages: Spanish

**Department:** Modern Foreign Languages

**Type of Qualification:** A-Level

**Exam Board:** AQA

**Specification:** A-level Spanish 7692

**Entry Requirements:**

Grade 6 in GCSE Spanish

## **Course Content:**

### Year 12

Aspects of Hispanic society: Modern and traditional values, Cyberspace, Equal rights.

Artistic Culture: Modern day idols, Spanish regional identity, Cultural Heritage.

Book: La Casa de Bernarda Alba

Film: Volver

### Year 13

Multiculturalism in Hispanic Society: Immigration, Racism, Integration.

Political and Artistic Culture: Today's youth, Monarchies and Dictatorships, Popular Movements.

Literary text and film.

Individual research project.

## **Style of Assessment:**

### Year 13

Paper 1: Listening, reading and writing (2hr 30m) 50% Paper 2:

Writing (2hr) 20%

Paper 3: Speaking (21–23 minutes including 5 minutes supervised preparation time) 30%

## **Super curricular opportunities:**

Trips include film screenings at the British Film Institute and there is the opportunity to attend seminars in London for students of A level Spanish. Students are also able to take part in language immersion study trips to Spain which can be organised through the school.

## **Career Prospects:**

Having completed a degree in Hispanic studies you will have acquired a high level of competence in Spanish and will have the ability to use it in complex contexts. Many languages students choose to remain in further education and go on to study law, business, finance, diplomacy, media, interpreting, translation, teaching, tourism and hospitality, Human Resources, marketing or journalism after graduation. The highly desirable combination of language skills, cultural literacy and critical thinking means that languages graduates are in high demand in today's employment market, particularly in a post-Brexit era.

## **If I were to take this course I should read...**

The Spanish press regularly ([www.elpais.es](http://www.elpais.es)).

Novels such as Réquiem por un campesino español, Las bicicletas son para el verano or Como agua para chocolate.

Grammar revision guides to ensure you are secure in GCSE level grammar

## **What the students say:**

*"Studying Spanish at A-level has been challenging yet wonderful. As a language student, you learn so much more about the country's culture and language; in more depth than in GCSE. Learning a language like Spanish, provides future opportunities as well making a person more open minded and culturally educated."* **Santino Michini (Year 13)**

## **Contact Details:**

Ms M. Toro Sánchez - Subject Leader of MFL

[m.torosanchez@st-josephs.slough.sch.uk](mailto:m.torosanchez@st-josephs.slough.sch.uk)

# Law

**Department:** Law

**Type of Qualification:** A-Level

**Exam Board:** AQA  
**Specification:** 7162

**Entry Requirements:**  
Grade 5 in GCSE English Language

## **Course Content:**

Paper 1 – The Nature of Law and the English Legal System with Criminal Law. This unit introduces students to the structure of the Criminal and Civil Courts in England and Wales.

Paper 2 – The Nature of Law and the English Legal System with Tortious Liability. In this unit students will study how law is made and interpreted in England and Wales through the role of Parliament and the Courts.

Paper 3 – The Nature of Law and the English Legal System with Human Rights. In this unit students will study the comparisons between law and morality. Students will also analyse the importance of the Rule of Law and its importance on a democracy. Students will be expected to demonstrate their knowledge and understanding of the Human Rights Act 1998.

## **Style of Assessment:**

Assessment = 100% examination Paper 1 (33.3%) and a two hour exam Paper 2 (33.3%) and a two hour exam Paper 3 (33.3%) and a two hour exam

## **Super curricular opportunities:**

Law allows for many enrichment opportunities. We try and gain first-hand experience of how the law works by visiting Parliament and the courts. Students also have the opportunity to work with students in younger year groups to help them with the mock trial competition that takes place.

## **Career Prospects:**

Many students will go onto studying law at University as well as other university courses. The skills obtained from this course will also allow you to enter a number of careers such as the Police, the Civil Service, Business, Banking, Journalism and Social Work

## **If I were to take this course I should read:**

The Rule of Law by Tom Bingham  
Eve Was Framed by Helena Kennedy  
Bleak House by Charles Dickens  
Letters to a Law Student: A Guide to Studying Law at University by Nicholas J. McBride  
The Secret Barrister: Stories of the Law and How It's Broken

## **What the students say:**

*"Law is an interesting subject especially for those are intrigued by establishing right and wrong."* - **David Opara**

## **Contact Details:**

Mr J Gibbons - Subject Leader of Law  
[j.gibbons@st-josephs.slough.sch.uk](mailto:j.gibbons@st-josephs.slough.sch.uk)

# Mathematics

**Department:** Mathematics

**Type of Qualification:** A-Level

**Exam Board:** Edexcel

**Specification: AS:** 8MA0/01, 8MA0/02, **A:** 9MA0/01, 9MA0/02, 9MA0/03

*Maths students will sit an AS exam at the end of Year 12.*

*Maths students will need to study four subjects in Year 12.*

**Entry Requirements:**

Grade 7 in GCSE Mathematics

**Course Content:**

Pure Mathematics 1

Proof, Algebra and Functions, Coordinate Geometry, Sequences and Series, Differentiation and Integration, Exponential and Logarithms, Trigonometry, Further Differentiation and Integration and Vectors

Pure Mathematics 2

Proof, Algebra and Functions, Trigonometry, Further Differentiation, Numerical Methods, Differential Equations and vectors.

Statistics and Mechanics

Representation of Data, Comparing Distributions, Correlation, Regression, Probability, Discrete Random Variables, The Normal Distribution. Mathematical Modelling, Kinematics, Forces and Newton's laws and Moments.

**Style of Assessment:**

Assessment = 100% examination

Three papers (Pure Mathematics 1, Pure Mathematics 2, Statistics and Mechanics) each 2 hours long to be completed at the end of year 13.

**Super curricular opportunities:**

There is the opportunity to attend Maths lectures as well as compete in the Senior Maths Challenge – a national competition.

**Career Prospects:**

Engineering, Accountancy, Computing, Economics, Business, Banking, Architecture, Psychology, Air Traffic Control, Retail Management and Teaching, to name but a few.

**If I were to take this course I should:** Read the course specification <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

Why do buses come in threes? – Rob Easterway  
Fermat's Last Theorem – Simon Singh

The World of Mathematics – James R. Newman

Godel, Escher and Bach: an Eternal Golden Braid – Douglas Hofstadter

The course is very different to GCSE mathematics in that it is very heavy on topics such as algebra, trigonometry and statistics. Buy or borrow the Casio Classwiz calculator (this calculator is a requirement for this course). Familiarise yourself with its functions; in particular how to solve quadratics, and create tables for graphs.

**What the students say:**

*"Learning about the application of GCSE skills to more advanced concepts has been really interesting and rewarding. It has been a very challenging course but worth the hard work."* **Emmanuel Opara (St Joseph's Alumni)**

**Contact Details:**

Mr P Odei - Subject Leader of Mathematics

**p.odei @st-josephs.slough.sch.uk**

# Media Studies

**Department:** English

**Type of Qualification:** A Level

**Exam Board:** OCR  
**Specification:** H409

**Entry Requirements:**  
Grade 4 in GCSE English Language

## Course Content:

Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework:

- Media language
- Media representation
- Media industries
- Media audiences

Students are required to study media products from all of the following media forms: • television • film • radio • newspapers • magazines • advertising and marketing • online, social and participatory media • video games • music video

## Style of Assessment:

COMPONENT 01: Exam assessment Media One

- Written exam: 2 hours • 70 marks • 35% of A-level Media Two
- Written exam: 2 hours • 70 marks • 35% of A-level Questions

COMPONENT 02: Non-exam assessment: Creating a cross media production

- Students produce a media product for a specified audience based on a choice of one of four set by OCR.
- 60 marks • 30% of A-level

## Super curricular opportunities:

Throughout the year many media, broadcast and interest groups provide opportunities the department regularly take advantage of. These can include film and documentary production days at the British Film Institute (BFI), classes in media production for portable devices, University based theory seminars, introductions to advertising, school based product 'pitch' days and learning walks with some of the UKs leading media institutions.

## Career Prospects:

With the rapid and ongoing development of e-media and broadcast technologies, media studies can lead to an ever expanding range of career possibilities from media production, marketing, advertising, journalism, film production, public relations and law.

## If I were to take this course I should read/watch:

[www.mediaknowall.com](http://www.mediaknowall.com) Media theories online  
<https://www.imdb.com/list/ls055592025/> - the top 100 greatest movies of all time

Eisenstein, Sergei. Film Form: Essays in Film Theory.  
Bull A (2015) Multimedia journalism: a practical guide, Routledge

## What the students say:

*"It has widened my knowledge about day to day happenings and it has exposed me to aspects of everyday media that I had never even thought about before.* **Finley Rojow (St Joseph's Alumni)**

## Contact Details:

Ms A Lewis - Subject Leader of Media Studies  
[a.lewis@st-josephs.slough.sch.uk](mailto:a.lewis@st-josephs.slough.sch.uk)

# Music Performance (BTEC)

**Department:** Music

**Type of Qualification:** BTEC Level 3 National Extended Certificate

**Exam Board:** Edexcel

**Specification:** 2018

**Entry Requirements:** Grade 3 in GCSE English Language and GCSE Music are preferred. Students must be able to play an instrument, or sing, to a good standard. Non-GCSE music students would need to audition and demonstrate they can perform before enlisting on the course.

## Course Content:

### 3 Mandatory Units

1. Practical Music Theory and Harmony (Internal)
2. Professional Practical in the Music Industry (External)
3. Ensemble Performance (External)

### 1 Optional Unit

The following units are optional and you can choose one to focus on.

- Composing Music
- Solo Performance
- Session Styles
- Improvisation

### **Styles of Assessment:**

Assessments are completed through a variety of activities. Some examples include performances to an audience, compositions, completing research, recording blogs or vlogs, presenting a pitch.

All of the assignments are based on a realistic scenario that our students may encounter in the working world, with each scenario including a range of activities where students demonstrate their ability and expertise.

### **Super Curricular Opportunities:**

Youth Engagement Slough (YES), The Curve Slough, The Music Museum (London), British Music Experience, The Royal Festival Hall, The Barbican, The Royal Albert Hall. There are a wide variety of exhibitions and experiences in music and other arts which take place in museums and venues across the country, as well a large number of documentaries that can be accessed through Youtube, Netflix and other streaming programs.

### **Career Prospects:**

Studying music provides a clear intention of organisation, dedication and discipline, which many prospective employers look for in a candidate. Whether the next stage after 6<sup>th</sup> form is through university, college or an apprenticeship, taking the course will give our students opportunities to explore a range of pathways within the industry and allows them to develop many of the essential skills required to succeed.

### **If I were to take this course I should read:**

**Magazines:** Sound on Sound, Future Music, Music Tech, Pitchfork.

**Books:** How Music Works – John Powell, The Musical Human – Michael Spitzer, Sound Advice – Rhian Jones & Lucy Heyman, Long Players – Tom Ghatti, Music Technology: A Survivors Guide – Paul White, The AB Guide to Music Theory.

### **Contact Details:**

Miss K Ure - Subject Leader of Music

**k.ure @st-josephs.slough.sch.uk**

### **What our students say:**

*I love how this course teaches you more about the music theory. I also find it useful how we explore the music industry and how it works. It actually helps give us an idea of business experience.* **Azariah Thomas (Former Year 13)**

### **Watch/Listen:** Andrew Lloyd Webber Musicals:

[https://www.youtube.com/channel/UCnVSzQ6rME82AzW1ctGcO\\_g](https://www.youtube.com/channel/UCnVSzQ6rME82AzW1ctGcO_g)

National Theatre: <https://www.youtube.com/c/NationalTheatre>

Classic FM: <https://www.youtube.com/user/ClassicFMOfficial>

BBC Radio 1: <https://www.youtube.com/user/bbcradio1> In particular New Music show at 6pm

Masterclass: Music - <https://www.youtube.com/watch?v=G47r59ZHf0w&list=PL-azJBgG8XSndfSILusWBU2QiBYC4bL-e>



# Performing Arts (BTEC) ACTING

**Department:** Drama

**Type of Qualification:** BTEC Level 3 National Extended Certificate

**Exam Board:** Edexcel Pearson

**Specification:** Pearson BTEC Level 3 National Certificate in Performing Arts

**Entry Requirements:**

Grade 4 in GCSE English Language and a Grade 4 in GCSE Drama is required.

## Course Content

**Year 12 - Terms 1 and 2 – Unit 34 Developing skills and techniques for performance** (90 guided learning hours) Developing skills and techniques for live performance. Students will take part in a variety of workshops culminating in a performance of a written play in front of a live audience

**Term 3 – Unit 19: Applying Acting Styles and Unit 26 Physical Theatre Techniques** (90 guided learning hours each) Students look at practitioners and apply their skills and techniques to performance work. There will be a variety of performances throughout the process.

**Year 13 Term 1** – SD will choose the last unit to be studied according to the strengths of the group

**Term 2 – Unit 3:** Group Performance workshop (120 guided learning hours). Pearson will release a stimulus for the students to create a devised performance. They will also have 3 milestones to complete under exam conditions (log books essentially).

There is a mixture of internally and externally marked units.

## Contact Details:

Mrs S Dunleavy - Subject Leader of Drama  
s.dunleavy@st-josephs.slough.sch.uk

## Super curricular opportunities:

Various theatre visits throughout the course  
Q and A with professionals in the industry  
School Productions  
V and A Theatre exhibition

## Career Prospects:

A course in Performing Arts will prepare you to think creatively and innovatively – skills that are highly valued outside of the creative industries as well. Although the potential careers are vast, there are many options in the creative industries, such as: Actor, playwright, director, casting agent, education officer, teacher, cabin crew, stage manager, lighting designer, sound designer, lawyer,

## If I were to take this course I should read:

Behind the Mask (Andrew Lloyd Webber), Matthew Bourne's Interviews, The Curious Incident of the Dog in the Night Time, a variety of monologues (e.g. Shakespeare) and documentaries on Sky Arts.

## What our students say:

"I love Performing Arts as it allows me to express myself and it is the most fun time of the day. I am hoping to become an actor in the future" **Patryk Wachowiak**

# Philosophy & Ethics

**Department:** Religious Education

**Type of Qualification:** A Level

**Exam Board:** OCR  
**Specification:** H173 and H573.

**Entry Requirements:**  
Grade 5 in GCSE Religious Education and Grade 5 English Language are required

## Course Content:

### Year 12

- Philosophy: Plato, Aristotle, the Soul, Teleological Argument, Cosmological Argument, Ontological Argument, Religious Experience and the Problem of Evil.
- Ethics: Natural Law, Kant, Utilitarianism, Situation Ethics, Business Ethics and Euthanasia.
- Developments of Christian Thought: Augustine's Teachings on Human Nature, Death and the Afterlife, Natural Knowledge, Jesus' authority, agape love and Christian Moral Action.

### Year 13

- Philosophy: Attributes of God and Religious Language.
- Ethics: Meta-Ethics, Conscience and Sexual Ethics.
- Developments of Christian Thought: Pluralism, Gender and Society and Libertarian Theology.

## Style of Assessment:

This is an exam-based A Level.

## Contact Details:

Mr T Ojakovoh - Subject Leader of Religious Education  
**t.ojakovoh @st-josephs.slough.sch.uk**

## Super curricular opportunities:

Pupils have the opportunity to attend Academy Conferences in London, led by scholars who write the course textbooks. We work very closely with other schools such as Holyport College, who are involved in writing some of the exam papers for OCR.

**Career Prospects:** Barrister, Newspaper Journalist, Teacher

## If I were to take this course I should read:

The Puzzle of Evil Peter Vardy  
The Puzzle of Ethics Peter Vardy  
The Blind Watchmaker Richard Dawkins  
The Republic, Plato  
On Liberty, Mill  
Beyond good and evil, Nietzsche  
An enquiry concerning human understanding, Hume  
A history of western philosophy, Russell

## What the students say:

*Philosophy and ethics is a subject that is applicable to everyday life and one that remain with you lifelong. The subject is essential in developing a broader mindset when approaching societal debates and evaluating perspectives far from your own to further develop critical thinking, analysis and communication skills.*

**Swizel Fernandes (St Joseph's Alumni)**

# Physics

**Department:** Science

**Type of Qualification:** A-Level

**Exam Board:** AQA  
**Specification:** 7408

**Entry Requirements:**

- 7 in Physics GCSE (if completed separate sciences)
- 6 overall with 7 in Physics papers (if completed combined sciences)
- 6 in Maths

**Course Content:**

Year 12:

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity

Year 13:

6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics
9. Medical physics

**Style of Assessment:**

Paper 1 – Topics 1-5 and 6.1 (Periodic motion), 85 marks, 2 hours  
Paper 2 – Topics 6.2 (Thermal physics), 7 and 8, 85 marks, 2 hours  
Paper 3 – Practical skills and data analysis from topics 1-8 and Topic 9, 80 marks, 2 hours

Required practicals to gain mastery in 5 practical competencies

**Super curricular opportunities:**

- British Physics Olympiad
- CANSAT project
- Attend Eton college medical society talks
- Science Museum
- The planetarium
- Physics workshop at Cambridge University.

**Career Prospects:**

Engineering, chemical engineering, architecture, geology, teacher, accountant.

**If I were to take this course I should read:**

A short history of nearly everything by Bill Bryson  
The Grand Design by Stephen Hawkin and Leonard Mlodinow  
A short History of Nearly Everything - Bill Bryson  
Why don't penguins' feet freeze? – NewScientist  
The Grand Design – Stephen Hawkin and Leonard Mlodinow  
Newton – Peter Ackroyd  
The Quantum Universe: Everything that can happen does happen – Brian Cox and Jeff Forshaw  
Physics World

**Contact Details:**

Mrs B Hameed – KS5 Leader of Physics  
[b.hameed@st-josephs.slough.sch.uk](mailto:b.hameed@st-josephs.slough.sch.uk)

Mr C Robinson – Head of Science  
[c.robinson@st-josephs.slough.sch.uk](mailto:c.robinson@st-josephs.slough.sch.uk)

**What the students say:**

"Studying A Level Physics though challenging, gives a sense of satisfaction when solving problems, especially in mechanics. But I thoroughly enjoy the practicals where we use our own methods to generate a set of results."

**Aidan Daliling (Year 13)**

# Psychology

**Department:** Social Sciences

**Type of Qualification:** A-Level

**Exam Board:** AQA  
**Specification:** 7182

**Entry Requirements:**  
Grade 5 in GCSE Maths or Science and Grade 5 in English Language

**Course Content:**

Psychology is the study of human minds and behaviours. It is about why we are who we are and why we do the things we do! The units covered over the two years are:

**Year 12**

Social Influence, Memory, Attachment, Psychopathology, Approaches in Psychology, Biopsychology and Research Methods.

**Year 13**

Issues & Debates in Psychology, Relationships, Schizophrenia, Aggression and Research Methods.

**Style of Assessment:**

This subject is assessed by three 2-hour exams, each worth 33.3% of the qualification, at the end of year 13, there is no coursework:

- Paper 1: Introductory Topics in Psychology
- Paper 2: Psychology in Context
- Paper 3: Issues & Options in Psychology.

**Super curricular opportunities:**

Students have the opportunity to attend psychology conferences in London for led by the authors of the course textbook. Within school students are able to link EPQ work with content learned in class, opening the possibility for further practical research inside and outside the classroom.

**Career Prospects:**

Careers in psychology include criminology, occupational psychology, sport psychology, educational psychology, clinical psychology or counselling psychology. It will also support any career involving contact with people such as teaching, social work, medicine, business and management.

**If I were to take this course I should read:**

The AQA A level Psychology books one and two and the news online regularly. There is also a Radio 4 podcast on Psychology called All in the Mind. Other publications of note include: Freud for Beginners by Richard Appignanesi & Oscar Zarate, Introducing Psychology: A Graphic Guide to Your Mind and Behaviour by Nigel Benson and Mindwatching: Why We Behave the Way We Do by H.J. Eysenck & Michael W. Eysenck

**Super curricular opportunities:**

Students have the opportunity to attend psychology conferences in London led by the authors of the course textbook. Within school students are able to link EPQ work with content learned in class, opening the possibility for further practical research inside and outside the classroom.

**What the students say:**

*"Having studied the course for a year, I can safely say that it has been, by far, the most enjoyable and thought-provoking subject I could have chosen. It is challenging, and very scientific, but learning about human behaviour has become quite addictive."* **Amanda Edegbe (St Joseph's Alumni)**

**Contact Details:**

Mr D Kuczynski – Head of Social Sciences

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# Sociology

**Department:** Social Sciences

**Type of Qualification:** A-Level

**Exam Board:** Eduqas (WJEC)  
**Specification:** A200QS

**Entry Requirements:**  
Grade 5 in GCSE English Language

## Course Content:

Sociology is the in-depth theoretical study of society. It is about the world we live in so is relevant to everyone! The units covered over the two years are:

### Year 12

Culture, Socialisation & Identity, Families & Households, Education and Research Methods

### Year 13

Research Methods, Crime & Deviance and Inequality and Difference

## Style of Assessment:

This subject is assessed by three exams at the end of year 13, there is no coursework:

- Paper 1 (2 hours and 30 minutes and 40% of the qualification): Culture and Socialisation with a focus on Families & Households and Education
- Paper 2: (1 hour and 45 minutes and 20% of the qualification): Methods of Sociological Enquiry
- Paper 3 (2 hours and 30 minutes and 40% of the qualification): Power and Stratification with a focus on the Inequality and Difference (especially in the Workplace) and Crime and Deviance

## Career Prospects:

Many business roles such as human resources, journalism, teaching, criminology, social work, armed forces and many other areas as a result of the skills developed.

### If I were to take this course:

I should read AQA A level Sociology book one and book two and sociologists such as Louis Theroux and Reggie Yates and I should watch current affairs documentaries such as Channel 4's Unreported world and the BBC's Panorama. There is also a Radio 4 podcast on Sociology called Thinking Allowed. Other publications of note include Sociology Review, the New Internationalist, the New Statesmen and the Economist.

### Super curricular opportunities:

Students have the opportunity to attend sociology conferences in London led by the authors of the course textbook and other researchers. Students will also have the opportunity to attend a criminology conference in London led by researchers that have applied sociological and psychological research in real world situations.

### What the students say:

*"I like that the information we're learning about in class has direct real-world application, often in current news stories. The opportunity for debating that I enjoyed in year 12, only got better in year 13. It's been so interesting to gain a greater understanding of the kind of society we live in and how changes or ideas can shape every day behaviour."* **Mary Jani (St Joseph's Alumni)**

## Contact Details:

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# Sports Studies (BTEC)

**Department:** Physical Education

**Type of Qualification:** Pearson BTEC Level 3 National Extended Certificate in Sport

**Exam Board:** Edexcel Pearson  
**Specification:** 601/7218/6

**Entry Requirements:**  
Grade 4 in GCSE English Language **and** Grade 4 (or equivalent) in a PE Qualification

## Course Content:

It gives the students the chance to explore the foundations of all sports-based career paths, beginning with the human body and its responses to exercise and progressing on to the world of work in this sector.

### External Examination Units

Unit 1 – Anatomy and Physiology (Mandatory)

Unit 2 – Fitness Training and Programming for Health, Sport and Well-being (Mandatory)

### Internally Assessed Units

Unit 3 - Professional Development in the Sports Industry (Mandatory)

Unit 5 - Application of Fitness Testing (Compulsory Opted Unit)

## Style of Assessment:

4 units. 2 Units are external examinations, one of which is a synoptic paper. The other 2 units are internally moderated as pieces of coursework. One exam and one coursework unit will be completed in year 12 and the same in year 13.

All units are graded as pass, merit or distinction and these are accumulated across the two years where an overall grade is calculated at the end of year 13

## Contact Details:

Mrs K Bray Subject Leader of PE

**K.Bray@st-josephs.slough.sch.uk**

## Super curricular Opportunities:

Visits to a sports laboratory

Exposure to the fitness sector

Question and answer sessions with fitness sector professionals.

Opportunities to coach and lead younger pupils

## Career Prospects:

Fitness Instructor

Sports Coach

PE Teacher

Physiotherapist

Sports Therapy

Youth work

Sports Nutritionist

Sports Psychologist

## If I were to take this course I should read:

Edexcel – BTEC Nationals – Skills for learning and work Journal of Sports Sciences

Journal of Sport & Social Issues Sports

Biographies/Autobiographies

## What the students say:

*"I was expecting a challenge when picking sport studies and that i would struggle when learning. Although the course is hard i find that the subject is very enjoyable and that the struggles can be overcome with the support of the PE department and my own independent work."* **Nikodem Kaczmarczyk (Previous Student 2021-2023)**

# Travel & Tourism (BTEC)

**Department:** Geography

**Type of Qualification:** Level 3 National Extended Certificate

**Exam Board:** Edexcel  
**Specification:** BTEC Level 3 National Extended Certificate in Travel and Tourism

**Entry Requirements:**  
Grade 4 in GCSE English Language

## Course Content:

### Year 12

Unit 1: The World of Travel and Tourism Unit 2:  
Global Destinations

### Year 13

Unit 3: Principles of Marketing in Travel and Tourism Unit 9:  
Visitor Attractions

### Style of Assessment:

Internal and external assessment.  
External assessment will take the form of an examination and set tasks. Internal assessment will take place in the form of coursework, presented in a variety of forms; poster, essays, presentations, leaflets.

### Super curricular Opportunities:

BA customer services visit  
Thorpe Park Customer Services visit

## Career Prospects:

This qualifications has been designed to provide an all-round introduction to the travel and tourism sector for those who wish to further their careers in one of its many connected industries, including retail travel, visitor attractions, and accommodation, transport and tour operations.

### If I were to take this course I should read:

Edexcel – BTEC Nationals – Skills for learning and work  
The BBC has an excellent range of travel programmes, so watching any of these will help build your understanding of the world and the countries and peoples within it.  
The Best Service is No Service: How to Liberate Your Customers from Customer Service, Keep Them Happy, and Control Costs  
Lonely Planet Great Britain (Travel Guide)

### Blogs:

[www.danflyingsolo.com](http://www.danflyingsolo.com)  
[www.travel-break.net](http://www.travel-break.net)

### What the students say:

*Travel and tourism is a realistic course for my world research skills. It allows me to learn countries history which contributes to being a tour guide in explaining to tourists the country's history.*

## Contact Details:

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## Maria Nunes Reis (Year 12)



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