



St. Crispin's
Excellence for all



**Sixth
Form**

The central section of the collage features a dark green background. On the left, the text "St. Crispin's Excellence for all" is written in white. Below this is the school's crest, which is a shield divided into two halves. The left half shows an oak leaf and two acorns, while the right half shows a white-robed figure with a halo, likely representing St. Crispin. To the right of the crest, the words "Sixth Form" are written in a large, bold, white sans-serif font.

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**A Very Warm Welcome to
St. Crispin's Sixth Form**

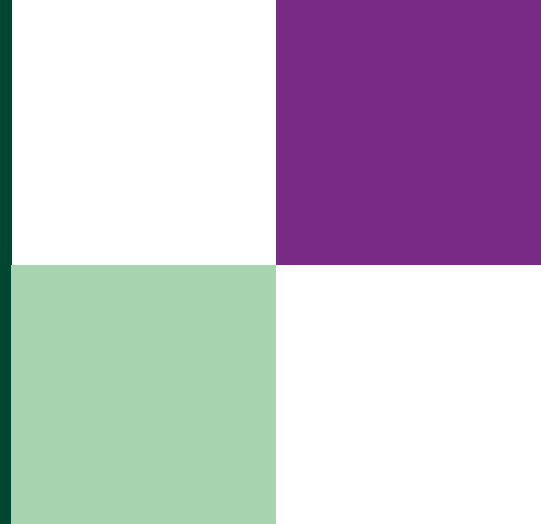
Our Sixth Form provides a very supportive, welcoming and stimulating environment where every individual matters. We have a long tradition of success, and consistently achieve excellent results at GCE Advanced Level and in our Applied Technical Courses. And this success means that our students are able to access the best universities in the country, higher apprenticeships or employment opportunities.

“**The same but different**” is a phrase we use when describing our Sixth Form. It offers the **same** values and ethos as the whole school but is definitely **different** as we seek to provide the stepping stone between formal education and next steps into the workplace or higher education.

There is no doubt that our students are thought of as young adults, but young adults who need support, challenge and direction in helping them achieve their best. Our success is therefore built on the hard work and dedication of both students and staff, who work closely together. In essence, our school vision statement **Excellence for All** encapsulates our intention to do the very best for every Sixth Former.

Peter Griffiths
Headteacher

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‘The Sixth Form has opened up many opportunities for me supporting my strong interest in apprenticeships’

St. Crispin's Sixth Form has a great many things to offer you. In these pages you are invited to make choices which will shape your future career and your path into adult life. We have a long established record of guiding students to establish their goals, to be both academically successful and to leave us 'the whole package' fully equipped to take on the world beyond the Sixth Form. The Sixth Form team looks forward to welcoming you to the next, very different stage of your academic career with:

- Great teaching from teachers who are fully aware of your potential;
- Excellent care for the well-being of individuals;
- Respect for all abilities and a proven track record of success;
- Enrichment opportunities which allow students to flourish;
- Outstanding learning and study facilities.

Academic excellence is central to all we do and past students have successfully gained opportunities at Britain's top universities and apprenticeships. However, employers and universities want more than just academic excellence. Therefore, an important part of being a Sixth Former is the development of additional skills and attributes which allow students to become the 'whole package'. Such opportunities are offered through student leadership, team building and wider curricular activities. The Social and Charity Committees offer further opportunities to make students' time in the Sixth Form both rewarding and beneficial. The typical St. Crispin's Sixth Former is someone who: works hard to reach their academic goals, takes advantage of the many leadership, social and cultural activities available and has a sense of community, understanding the responsibility they have to support others. Of course, students also have fun on the way!

Applying to join the Sixth Form

Please complete our online application, details of which you will find in the Applying to Our Sixth Form section along with the key application dates. The application form becomes active on the day of our Sixth Form Open Evening, Thursday 7th November 2024. Applications must be received by Monday 13th January 2025. We advise every Year 11 student to make the most of the time available in the autumn term to research university and career opportunities, question teachers about courses and consider their choice of subjects carefully. We look forward to receiving your application and working closely with you in the very near future.

Carly Collett
Assistant
Headteacher

Leona Bennetts
Head of
Sixth Form

Tracy Brown
Deputy Head
of Sixth Form

Luke Ryall
Deputy Head
of Sixth Form

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The Sixth Form Centre

In September 2017, we welcomed students into their new Sixth Form Centre, designed to meet the needs of the 21st century student. This state-of-the-art centre provides Sixth Formers with their own separate, adult-style, teaching, study and meeting spaces.

The double-height atrium at the entrance to the building provides a light and spacious area where the Sixth Form socialise and study. It also serves as an assembly and presentation space with full multimedia provision.

The Sixth Form Centre has specialist Sixth Form teaching rooms, providing dedicated classrooms for A Level and B/CTEC subjects, which we plan to add to in future years. In addition the centre, along with our school library, provides independent learning areas with quiet spaces for individual study, research and small group work. The study areas are equipped with laptops. A lift to the upper floor ensures the building is accessible to all.

Our Sixth Form Terrace provides an outdoor space for Sixth Formers to study and socialise. With access to plug points, our modern, spacious Courtyard Restaurant allows Sixth Formers an additional space to study and socialise while enjoying refreshments.

We look forward to welcoming you to the Sixth Form Centre and supporting you as you use these bespoke facilities to enhance your studies.





Becoming the Whole Package

In today's world, universities and employers look for students who have developed independent learning skills and who are able to think beyond the confines of their main subject area. We therefore encourage our students to participate in the wealth of enrichment activities which we offer at St. Crispin's in order that they 'become the whole package'; an individual with excellent academic qualifications who also possesses the skills to become happy, confident and successful.

'Be The Whole Package' Programme

This bespoke programme, unique to our Sixth Form, is designed to enrich students' learning outside of the classroom. Students complete a range of tasks and activities followed by a reflection activity resulting in a portfolio of evidence which allows them to stand out to potential universities and employers. The programme encompasses:

Community Enrichment Opportunities

Within school, Sixth Formers support younger students in the classroom, act as sports coaches or work with laboratory technicians. Students have also played a role outside school in local care homes, as hospital DJs and as animal rescue centre workers. Through these opportunities, students add a great deal to the community and at the same time gain knowledge and skills to support their career aspirations.

Work Experience

In Year 12, students are supported in sourcing and completing work experience placements. These experiences allow students a greater understanding of the professional pathways which interest them; a change to recognise their own strengths, values and ambitions; the opportunity to begin building professional networks; as well as clear evidence of skills they can demonstrate to potential admissions tutors and employers.

Wider Reading

Reading for general interest and for pleasure is essential for learning about the world we live in as well as developing a broad perspective. Students are encouraged to devote time to wider reading and to engage with the texts through discussion and evaluation.

MOOCs

Students are provided with the means to access Massive Open Online Courses (MOOCs). These courses are provided by universities and can be accessed online. The list of topics covered is endless ranging from 'England in the Time of King Richard III' to 'The Science of Nuclear Energy'. They allow students to explore interests not covered in their courses and to evidence their intellectual curiosity.

The Extended Project Qualification

Students may also apply to take the Extended Project Qualification (EPQ), an accredited qualification in which students can undertake a research task on a topic of their choice and extend their study beyond their subjects. The EPQ carries UCAS points and is favoured by universities for the independent study skills, research skills and enthusiasm for learning that it evidences. Students can apply for the EPQ in the first term of Year 12.

Leadership opportunities include:

- Leadership of the school council
- Senior Prefect
- Peer mentoring
- Eco committee: organising recycling, leading energy saving Initiatives and participating in our work to make St. Crispin's a sustainable community.
- Charity committee: organising school charity events and fundraising
- Social committee: organising social events

Cultural Opportunities include:

- Visits to galleries, exhibitions and theatres
- Road safety course
- Supporting local primary schools

- Public speaking competition
- Sixth Form visits including Barcelona, Iceland and Italy
- Senior Choirs
- Orchestras
- Drama and musical theatre productions

The Duke of Edinburgh Gold Award

The Duke of Edinburgh award is an internationally recognised award for young people and we are delighted to offer the Gold level of the award as an extracurricular activity for students in our Sixth Form. As part of the award, students will complete: up to 18 months of volunteering, a skill and a physical activity; as well as a four-night walking expedition in 'wild country'. In addition to this, students will attend a five-day residential activity with other young people completing the scheme. We will give students all the help and support they need to find and apply for the different activities to complete the award and will provide them an opportunity to complete the expedition in the school Easter holidays.

This is a really exciting opportunity for students to push themselves out of their comfort zone, take part in a real adventure and gain skills for life. Students will be able to sign up for the award at the start of Year 12, completing the award by Easter of Year 13.

Sixth Form Sports

Each week, Sixth Form students are invited to take part in a timetabled session of Sixth Form sports to aid their physical and mental wellbeing. Sports currently available include football, netball, badminton and basketball. This year students in our football and netball teams have enjoyed competing in local school leagues.

Personal, Social, Health and Citizenship Education

We provide a comprehensive programme about the wider world to prepare students for life beyond the school, in particular to make good, healthy choices.

The morning tutorial sessions are designed to help students settle into St. Crispin's Sixth Form and to reinforce how to learn successfully. As well as this, all Year 12 students join together for a weekly 'Be the Whole Package' hour in which we invite in speakers to discuss current affairs, study skills, health and emotional wellbeing and to provide guidance on the next steps for university, apprenticeships and careers. Students are also given the opportunity to visit top performing universities and work with, and within, well known national companies. We are also happy to set up additional activities, as requested by students.

Individual Support

Providing caring, regular, personal support to each student is at the heart of our approach in the Sixth Form. The strong relationship formed between tutors and teachers and our students is one of the key features of the Sixth Form experience at St. Crispin's and is integral to the support we provide allowing students to reach their academic potential.

All students have personal tutors who work with them as academic mentors. Year 12 students begin the year in tutor groups of approximately 20 with an experienced tutor. Where possible, students are grouped with friends, but our aim is also to bring together students who have the same interests and needs. The morning tutor sessions are formally timetabled in the first term, where we are able to get to know each student and their ambitions for the future. Tutors also concentrate on students who have been identified as needing additional support as the different challenges of Sixth Form courses become more apparent. This allows us to give more independence to those students who are progressing well with their courses.

Our ethos is Excellence for All and we work closely with students as individuals to make this goal possible. Students have the opportunity



to meet individually with their tutor at any convenient time. Additionally, a more formal meeting takes place once a term with tutors to review progress and listen to students' feedback.

Experienced and Dedicated Teachers

Each of our Sixth Formers is an individual with different aspirations. We are experienced in identifying exactly how we can guide each student to achieve their potential. Our expectations remain high because we know just how capable our students are. The Sixth Form provides a very different experience to KS3 or KS4 through the style of teaching, working relationships with teachers and the independence and opportunities we encourage. Communication is key and students enjoy opportunities to share and develop ideas with staff. Rather than lessons being a lecture, we actively encourage student and staff collaboration, building ideas and confidence together.

Targeted support is available to help students whatever their ambitions whether aspiring to an apprenticeship, university or to the world of work. We help with building 'wider curricular' experiences, writing CVs and UCAS personal statements.

Supported Study

Students attend timetabled Supported Study sessions where they can develop positive learning habits which will enhance their outcomes and which they can carry forward into their lives after Sixth Form.

Aim Higher and Elite University Programmes

Tailor-made programmes are also available for those students who are ambitious to take on the most prestigious courses and are seeking a place at Oxford, Cambridge or a Russell Group University. As well as this, we have successfully supported students applying to universities abroad. All students are given the help they need.

Working Together

We believe the key to a student's success is regular contact between home and school, allowing students and parents/carers to feel properly supported. The Parents' Information Evening, held in September, is an opportunity for Year 12 parents to meet with the Sixth Form leadership team and learn about our Sixth Form programme and the enrichment opportunities we provide. The formal Parents' Evening, held later in the academic year, provides the opportunity for parents and students to meet with subject teachers and members of the Sixth Form team to discuss how each student is progressing. The school provides four reports during the year. These report on a student's academic progress for each of their courses, and also on their organisation, attitudes to learning and any cause for concern.

Life after Sixth Form

Our interest in our students extends beyond their time in our Sixth Form. Ultimately we seek to develop the potential of each student in order that they might be in a position to take advantage of opportunities later in life. We are committed to guiding our students through the maze of options on offer and helping them choose the most suitable path. Advice ranges from guidance on career choices to interview techniques and completion of application forms. Our experience, with support from external agencies, ensures that our students leave school ready to face the future. This support includes:

- Visits from employers and our alumni currently on apprenticeships
- Volunteer groups who will introduce possibilities for community action
- Visits from local employers who present opportunities for post A Level, university or apprenticeship

Studying at University

The majority of St. Crispin's Sixth Formers progress to university and we encourage all interested students to aim for the best institutions in the country. We help students to build a profile which supports these high aspirations by inviting in guest speakers, taking advantage of our partnership with Wellington College and other similarly high achieving schools, and encouraging and helping students to visit the universities themselves. Our aim is to give students as much information and experience as they need, including financial planning advice covering the student loans system. For those interested in studying abroad we arrange information sessions at Wellington College.

We have a strong tradition of students going to Russell Group Universities and have particular links with Bristol, Birmingham, Bath and Southampton. Over the years we have built strong relationships with the universities, who very much enjoy working with us to help our students. This year we were visited by admissions specialists from Oxford, Cambridge, Surrey and Loughborough Universities, who helped students understand the universities' perspective. We are also able to use the help of successful past students who are happy to come back to provide support with applications and work shadowing opportunities.

Oxbridge and the Russell Group Universities

Students considering a course at Oxford or Cambridge, or another Russell Group University, should look closely at the 'facilitating subjects' and entry requirements when choosing their courses in the Sixth Form. The Aim Higher and Elite Universities programmes provide students with a platform to discuss and share enthusiasm for their subjects and to develop further 'super-curricular' achievements, as sought by the top universities. Wide ranging support for students applying to Oxbridge and Russell Group includes workshops at Wellington College, programmes run by Eton College plus one-to-one meetings with Sixth Form staff and a network of colleagues from other institutions to help students perfect their applications and practice interview techniques.





Destinations

Consistently securing places in Russell Group Universities, we are privileged to witness students embarking on prestigious undergraduate courses. Former St. Crispin's Sixth Formers are presently studying English Literature at Cambridge University, Medicine at St. George's University of London, Modern Languages and History at the University of Birmingham, Law at University College London, Physics at the University of Exeter and Computer Science at the University of Bath. The ambition and determination of our students is inspiring, and it is wonderful to hear of the successes of our alumni.

With former students training with Visa, Airbus, Thames Water and Fujitsu, St. Crispin's Sixth Formers are making a positive impact in high-quality apprenticeships covering a breadth of industries. Others have begun careers in the Armed Forces, in the Police and in business.

2024 UCAS Destinations Include:

Birmingham Conservatoire - Music and Drama

Cardiff University - Civil Engineering (Year in Industry)

Loughborough University - Geography and Sport Science (with placement year)

University of Bath - Computer Science and Mathematics

University of Birmingham - Psychology

University of Bristol - Mechanical and Electrical Engineering

University of Cambridge - English

University of Exeter - Economics

University of Hertfordshire - 3D Animation and Visual Effects

University of Liverpool - Veterinary Science

University of Manchester - Chemical Engineering

University of Nottingham - Physics with Astronomy

University of Southampton - Aerospace Electronic Engineering

University of Surrey - Midwifery

University of Warwick - Chemistry

University of Winchester - Digital Media Design



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Applying to our Sixth Form

St. Crispin's offers a wide range of Level 3 courses in the Sixth Form. Students can, depending on interest and meeting subject entry requirements, study 3 A Levels, a combination of A Levels and other Level 3 CTEC and BTEC courses, or a combination of A Levels and our newly introduced AAQ courses. As we wait for the government to release further information in December, we are not in a position to confirm if students can combine AAQ courses with CTEC/BTEC courses. This will be confirmed before students have their individual programme of study meetings in the new year. Entry to our Sixth Form requires a Grade 4 pass at GCSE in Maths and either English Language or English Literature. The entry requirements for each of our courses are set out in this prospectus.

How to Apply

Applying for the Sixth Form is straightforward. The application form can be accessed via the school website www.crispins.co.uk/sixth-form/. Detailed instructions on how to complete the application form are available online. The deadline for completing the application form is 13th January 2025.

Our support for students starts before they have officially joined. Following the application, we meet with all students to discuss their option choices and the academic requirements for joining the Sixth Form. The Induction Days, at the end of the summer term, also introduce prospective students to the academic and social activities they will experience in the Sixth Form. We happily welcome any questions individuals might have at any point in the process.

Key Dates	
7th November 2024	Sixth Form Open Evening, and online application form available.
13th January 2025	Deadline for Sixth Form applications.
22nd January – 14th February 2025	Programme of Study Meetings: Students meet with members of the Sixth Form team to discuss their options.
14th February 2025	All formal offers issued to students by this date.
7th March 2025	Deadline to confirm acceptance of offers. Please note: the school may not be able to hold offers open beyond this date.
30th June and 1st July 2025	Sixth Form Induction – This is a two-day event and we encourage students to attend on both days.
21st August 2025	GCSE Results day.
22nd August 2025	All students who are new to St. Crispin's to have submitted their online enrolment form. **
25th August 2025	All existing students to have submitted their online enrolment form.**

**** Please note that the school may not be able to hold places for students who do not complete their enrolment by this date. In all circumstances, students must be on roll by 27th September 2025.**

Please be aware that, if too few students opt for a particular subject, we may not run that course. If this is the case, we will notify students and parents as soon as we can. However, if a student starts on a two-year course in Year 12, we guarantee that this course will continue into Year 13.

If an applicant's GCSE grades mean that they do not meet the entry requirements for a subject they have chosen we will try to offer them an alternative. However, it may mean that we are unable to accept them into the Sixth Form. For those students joining the school from overseas, the school will endeavour to use any qualifications achieved abroad to judge the suitability of the student for their chosen courses. Where this is not possible, students may be asked to complete entry tests onsite at St. Crispin's before completing the enrolment process.

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A Day in the Life of a Year 12 St. Crispin's Student

- 7:00am Alarm goes off. I get ready for school, remembering my Sixth Form lanyard just before I leave!
- 8:25am I walk to school with a friend.
- 8:30am Tutor time; this comprises a tailored programme that runs along side the Whole Package curriculum. This week we are reflecting on the different types of Apprenticeship routes you can take following on from a talk from CGI on Monday morning.
- 8:50am Period One today is a study period. I grab a coffee from the Courtyard Restaurant and chat with friends for a bit before going to the library to catch up on notes.
- 9:55am Second period and my favourite subject: History. Today we spend time analysing and discussing a particular source on the Italian Unification.
- 10:55am I meet a friend and we head to the Sixth Form Centre to finish an exam question for Geography with another student. The Atrium is a space where students can work together in a collaborative environment during study periods or enjoy a catch-up during break and lunch.
- 12:15pm Lunch time. As it's Wednesday, the Courtyard Restaurant are offering a roast dinner. Today I fancy something smaller so I grab a panini and muffin from Street Kitchen (an outdoor servery next to the Sixth Form Centre) and eat in the Atrium.
- 12:45pm Period Four is Supported Study, a timetabled lesson for consolidating knowledge or completing homework or practicing exam questions. I spend a productive hour working on my Geography essay.
- 1:45pm Period Five on a Wednesday is Sixth Form Sports. The PE Department offer a selection of different activities to choose from. I was picked for the school football team and today we play in the second round of the National Cup. We win 4 – 1. On to the next round!
- 3:00pm I make my way to the drama studio to support the KS3 Drama Club. Today, I support the students rehearse a piece for the Christmas production – it's great fun and I feel a sense of pride when they thank for me for my help.
- 6:00pm Dinner before organising today's notes into my folders.
- 8:00pm Relax.
- 10:30pm Sleep and repeat.

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STUDENT PROFILE

Dom

Subjects

Biology, Chemistry and Maths

Aspirations

I hope to study Veterinary Medicine at the Royal Veterinary College of London. I've been supported by my teachers throughout the process. This included them providing references which secured me a placement at the Pre-Vet Summer School held by the RVC.

Why St. Crispin's?

I joined St. Crispin's in Year 7. I was the only child from my primary school to come here yet felt extremely welcome and made friends quickly. I like the school and the teachers and although I visited other colleges and Sixth Forms, I always was going to go to St. Crispin's. The Sixth Form provides the perfect balance of independence and support, always encouraging us to overcome challenges and exceed expectations.

What do you enjoy about St. Crispin's?

I like that the school is smaller than colleges and allows you to build close and genuine connections. The school helps to nurture these by offering team building opportunities such as the Year 12 team building trip.

Extra-Curricular

The Sixth Form Leadership Team helped me build my personal statement, offering a range of opportunities and experiences. I applied to one of the most competitive Pre-Vet Summer School programs, which was shared in our Sixth Form Newsletter (sent out every Friday morning). The two weeks spent there gave me a total of 45 hours of work experience; links I made there have already led to further exciting opportunities.

STUDENT PROFILE

Molly

Subjects

Extended Diploma in Sport, BTEC Sport and CTEC Business

Aspirations

I have thoroughly enjoyed studying my Level 3 qualifications at St. Crispin's in particular the study of sport. During my work experience placement in Year 12, I spent time working in a local secondary school PE department which, along with my studies, has inspired me to consider studying Physical Education at University with the aspiration to become a PE teacher.

Why St. Crispin's?

I joined St. Crispin's in Year 7 and it was a natural progression for me to continue my studies in the Sixth Form. The Sixth Form enabled me to study the subjects I enjoy and have been successful in. I had built positive relationships with staff who knew my strengths. The added bonus, was that my friendship group also chose to continue their studies at St. Crispin's. I've also made new friends along the way. What I really like about Sixth Form life is you have the benefits of still being part of a school but you also have access to facilities that are unique to Sixth Formers including study rooms and social spaces.

What do you enjoy about St. Crispin's?

I enjoy studying in a motivating environment with excellent teachers who want students to do well and will go out of their way to help you.

Extra-Curricular

The PE department have given me many opportunities to represent St. Crispin's throughout secondary school and Sixth Form. Whether this was playing for the Sixth Form netball team or participating in the Teachers vs Students rounders tournament, run by the Head Student Team. As well as this, the Head Team also organised Sports Day for Sixth Form, which was a real community event, where all students participated and had fun.

Outside of school, I play a large amount of cricket. The Sixth Form team have always been very supportive; when I was representing the Southern Vipers Academy and 2nd XI, they created a timetable that enabled me to study, travel, train and compete in various games. The Sixth Form and my teachers have encouraged me in my pursuit to become an elite-level athlete.



STUDENT PROFILE

Kahlon

Subjects

Media, Psychology and Physical Education

Aspirations

I hope to study at a Russell Group university, and St. Crispin's has been helpful in helping me aim high and pursue that goal. My teachers have been incredibly supportive, encouraging me to challenge myself and apply to top universities.

Why St. Crispin's?

I joined St. Crispin's in Year 12. I was the one of few people from my school to come here but the transition was smooth. I was made to feel very welcome and made friends quickly. I like the subjects this school has to offer and felt supported from the very start.

What do you enjoy about St. Crispin's?

What I enjoy most about St. Crispin's Sixth Form is the balance between independence and structure. The school gives you the freedom to manage your own time and studies, but the teachers are always there to guide you when you need help. It's not just about getting through exams; it's about really understanding the subjects and preparing for the future.

Extra-Curricular

Beyond academics, the Sixth Form has given me the chance to get involved in extracurricular activities. One highlight was the school's Sixth Form Sports Day organised by the Head Team, which was a fantastic experience. The event brought the whole year group together, and it was rewarding to play a role in something that all the students enjoyed. The Sixth Form staff have always been there to support me; for example, cheering me on when I competed at English Schools Athletics Competition representing my county in Birmingham, where I achieved a personal best performance.





STUDENT PROFILE

Kashish

Subjects

English Language and Literature, Philosophy and Ethics, Psychology

Aspirations

I aspire to reading English at University. The encouragement that I have received at St. Crispin's has inspired me to pursue my ambition to apply to highly competitive universities, including Oxford and St. Andrews. I hope to enter the world of publishing or become a paralegal; careers that allows me to fulfil my appetite for research and writing while also inspiring the next generation of students.

Why St. Crispin's?

Joining St. Crispin's in Year 12 has proved to be a decision I am very satisfied with and proud of. The induction days helped me make this decision as the teachers' enthusiasm for their respective subjects and their dedication to making students' Sixth Form experience as productive and enjoyable as possible stood out to me. This is especially evident in the weekly 'Whole Package' sessions at St. Crispin's Sixth Form, which have allowed my peers and I to develop into well-rounded individuals, ready to tackle any challenges that might come our way.

What do you enjoy about St. Crispin's?

At St. Crispin's, there is a uniquely wide range of opportunities available for everyone, whether their plans Post-Sixth Form involve going to university, completing an apprenticeship, or otherwise. I especially enjoyed my residential in the University of Cambridge, which I found about through the Sixth Form newsletter. The Aim Higher sessions have helped me prepare a strong application for the ambitious institutions that I am applying to, and they truly bring out the best of my capabilities by encouraging wider reading. St. Crispin's has slowly but surely become a home away from home for me, where I have formed valuable relationships with my teachers and peers.

Extra-Curricular

The opportunity to volunteer at a local primary school every week has been rewarding, and activities such as the team building have been very fun. Taking up the EPQ enhanced my decision making skills, organisation and academic writing. St. Crispin's offers a myriad of extra-curricular opportunities that make the Sixth Form experience enjoyable.

STUDENT PROFILE

Tilly

Subjects

Maths, Physics, Computer Science, and Further Maths

Aspirations

I would really like to study Astrophysics at a Russell Group University, and hopefully in the future take up a role in academia conducting my own cutting-edge research. The school has been hugely supportive with this and encouraged me to complete super-curricular activities to boost my application.

Why St. Crispin's?

I joined St. Crispin's in Year 12 as a new student, as I felt that I wanted a change for Sixth Form and a fresh start. I really enjoyed my Induction Days at the school and came away buzzing due to the friendly and welcoming atmosphere. I was blown away by the Sixth Form team and their genuine care for students really shone through!

What do you enjoy about St. Crispin's?

I really enjoy the independence that the Sixth Form offers. We do have our own space as students yet are still part of the whole school community. The teachers are supportive especially when it comes to whatever subject-specific questions you may. Furthermore, I was slightly worried that taking four A-Levels would be too much; however, the Sixth Form have been very encouraging of this and offered their help along the way.

Extra-curricular

During my time at St. Crispin's, I have volunteered in a Year 7 Maths class and helped younger students gain more confidence with their arithmetic skills. I am also a part of the Green Team and help the school to become more environmentally friendly. Outside of school, I enjoy drama and have performed as a cast member in many plays with my youth theatre.





STUDENT PROFILE

Freddie

Subjects

Economics, Geography and Business Studies

Aspirations

Post Sixth Form, I hope to secure a place on a Degree Apprenticeship scheme in the finance/ banking industry. I am working towards applying to companies such as JP Morgan, HSBC and Barclays. As encouraged by the Sixth Form team, I am also going to apply to university through UCAS as well to ensure my options remain open.

Why St. Crispin's?

I joined St. Crispin's at the beginning of Year 7 and have been here ever since. I have been given great support and opportunities through my time at St. Crispin's meaning that when it was time to apply to study A-Levels, there was only one option.

What do you enjoy about St. Crispin's?

I love that the school has so many opportunities and experiences which can cater for everyone. For me, currently participating in the Gold Duke Of Edinburgh award has been a great experience, helping me gain valuable new skills including prioritisation, teamwork and resilience.

Extra-Curricular

During Y12, we are allocated 4 days for a work experience placement. I believe that this experience leads students to gain valuable skills about work and life post Sixth form. I have also completed two additional work experience placements during my summer holiday between Year 12 and Year 13. These placements have given me a deeper understanding into my options, helping me greatly to prepare for the next steps. In addition, completing the Be the Whole Package sessions have been great for my personal development and informed me of the various options that are available to students. An example of this is when three employees from EY came into school to talk to us about their school leavers' programmes.

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‘I really appreciate all the help I have received from the teachers at St. Crispin’s.’



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Philosophy and Ethics
Photography
Physical Education
Physics
Psychology
Sociology
Three Dimensional Design

Other Level 3 Courses

BTEC Nationals Applied Science (AAQ)
CTEC in Business
BTEC Nationals Health and Social Care (AAQ)
National Extended Certificate in Sport
National Diploma in Sport

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Art and Design

Exam Board: AQA

Introduction

For A Level Art and Design there are three courses that can be followed:

- Fine Art
- Graphic Communications
- Textiles

All courses are tailored to the students' strengths and run alongside each other in the Sixth Form studio.

The Fine Art course involves the extension of skills in a range of experimental media, drawing and painting, print making or sculpture. The Graphic Communications course involves the use of Photoshop and text in the final presentation of work and can be steered towards packaging and advertising or illustration and communication graphics. The Textiles course involves fabric design, working in a range of experimental approaches and develops skills of machine sewing, and needlework.

All students have their own studio space to enable them to develop their skills through independent study and all courses include visits to galleries and related workshops.

Entry Requirements

GCSE Art and Design at grade 6 or above. Students who have not studied these subjects at GCSE level will need to present examples of their work that have recently been undertaken.

Course Content

In Year 12 students produce a portfolio of work which will include sketch books, work books and journals along with an extended collection of work showing the students' ability to research and develop ideas. Coursework includes critical analysis, drawing, project development through sketchbooks, experimental studies and resolutions within the disciplines associated with the specialism chosen. The 'Personal Investigation' (Component 1) is started in Year 12 and develops through to Year 13 when students build on their personal investigation through a 1000 – 3000 word essay which informs a further portfolio of work and completes the coursework component. The exam (Component 2) takes the form of an externally set project which includes a preparation period of around 3 months followed by a 15 hour controlled assessment.

Future Opportunities

An A Level in Art and Design, in which ever specialism is pursued, provides foundation skills for a wide range of careers that involve the visual arts, and for many other occupations. Students in the past have gone on to careers as animators, architects, art therapists, costume and games designers or film makers.

Biology

Exam Board: OCR

Introduction

A Level Biology is a subject for those who like challenge and have an interest, passion and drive to understand how the human body and the organisms around us work. We carefully embed practical work at A-level and students will have a real opportunity to build their practical and investigation skills both in and out of school as the course progresses.

The field of Biology is rapidly changing and it is an exciting era with new technologies such as DNA sequencing, genetic engineering and stem cell research. Meanwhile, food security is a significant issue for governments as crop yields fall and global temperatures rise. Therefore, the study of Biology is becoming increasingly important both locally and globally.

Entry Requirements

GCSE Combined Science 7-7 pass or above, or GCSE Biology and one other science at grade 7. GCSE Maths at grade 5 or above is also required.

Course Content

The new course includes exciting content on both familiar core principles such as respiration and photosynthesis as well as new concepts such as protein synthesis and genetic engineering.

In the first year of the two year course, students will study key principles in Biology including the detailed structure of the cell and the role of biological molecules and enzymes. They will then apply this understanding to explain how we breathe, move blood and defend ourselves from disease. Students will also study other organisms and how they are protected through conservation. In the second year the course develops understanding of the organs in the human body, gene technologies and how the cell is controlled.

Future Opportunities

Recent students have gone on to study veterinary medicine, plant science, zoology, biochemistry and genetics. Other students have used their knowledge and skills to gain entry on to courses such as Psychology, Law and Economics.

A Level Biology is an essential requirement for many courses from Nursing and Midwifery to Sports and Material Sciences and Geography, Geology and Psychology. Most importantly, A Level Biology is a subject for those people who like to ask... “Why?”

Business

Exam Board: AQA

Introduction

Taking A Level Business is a great option for students who aspire to become self-employed or attain a managerial position. A Level Business offers students the tools and information required to understand how businesses are created, managed and become successful. Most of the material used in class and for assessment is based on real business situations.

Students will gain a detailed understanding of how a business works, learning through an investigative and problem solving approach. Students will also learn to develop analytical and evaluation skills to understand the role of the entrepreneur and business in society.

Entry requirements

GCSE Business at grade 6 or above.

Course Content

In the first year the course introduces students to the challenges and issues of starting a business, including financial planning, setting objectives and legal ownership. It then explores the key internal functions of business and how the management of these functions can assist in improving the effectiveness and performance of a business. The key units of the course are: Introducing Business, Financial Planning, Employees, Operations, Marketing and Management.

In Year 13, students will progress to looking at larger businesses and how strategies are affected by the external environment. Topics covered later in the course are: the impact of technology, stakeholders and social responsibility for strategic decision making, difficulties in forecasting future trends and the importance of assessing feasibility and risk when making strategic decisions.

Future Opportunities

The course will help to provide students with investigative and problem solving skills that can be applied to most areas of further education and employment. Subject specific career paths include law, banking, accountancy, finance, marketing, management, human resources and any area of business operations.

Financial services is a leading industry in the UK and an A Level in Business will give students a strong foothold in this growing industry.

‘St. Crispin’s has really helped me to mature through the leadership opportunities I have been given.’



Chemistry

Exam Board: OCR

Introduction

A Level Chemistry is well suited to enquiring minds and those students who like to challenge themselves. The course builds significantly on the content acquired at GCSE and demands the development of skills from all the sciences, such as using analytical techniques to obtain scientific data, using mathematical skills to interpret and analyse data and recalling various chemical methods and reaction conditions to understand how new materials can be made in the laboratory. We make the most of our extensively equipped science laboratories and practical work is a core aspect of the course.

Learning Chemistry means learning how to be objective and how to reason and solve problems. It helps students to understand current events, including news about petroleum, pollution, the environment and technological advances.

Entry requirements

GCSE Combined Science pass at 7-7 or above or GCSE Chemistry and one other science at grade 7 or above. GCSE Maths at grade 5 or above is also required.

Course Content

During the first year students will learn about: the detailed structure of the atom, why chemicals react in the way they do, how to quantify energy changes that take place during reactions, the principles of organic chemistry and how to perform several types of chemical analysis.

The second year will see students study: physical and energetic chemistry, the chemistry behind fuel cells, the chemistry of transition elements and further organic chemistry and analysis.

Students will also complete a practical endorsement over the duration of the course, assessing their development and competency in various chemistry practical techniques studied as part of the A Level course.

Future Opportunities

For students who have ever wanted to study medicine, whether human or veterinary or pursue a course in dentistry, then chemistry is an essential area of study required by all major universities. Chemistry opens up a whole range of careers including, but not limited to, dentistry, pharmacy and chemical engineering. However, even if looking for a job in another field, the analytical skills gained through the study of chemistry will make students attractive candidates to employers in areas such as accountancy and law.

Computer Science

Exam Board: OCR

Introduction

Have you ever wondered how a computer works or thinks or have you considered the complexities of what goes on inside “the box”? This course allows students to explore the answers to these questions, through problem solving, programming and practical experience.

Entry requirements

GCSE Maths at grade 6 and GCSE Computer Science at grade 7.

Course Content

Computer Science is a subject that explores the study of computation and is also about what can be computed and how to compute it. Computer Science considers questions that have the potential to change how we view the world. You will be encouraged to develop an appreciation of the fundamental principles and concepts of computer science - including abstraction, decomposition, logic, algorithms and data representation. This course enables you to apply the academic principles learned in the classroom to real world systems. It is a creative subject that helps you to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. You will learn how to analyse issues, design complex algorithms and write programs to solve problems. The course is not just about programming and systematic problem solving, it also covers a wide range of other topics, including hardware, database design, data structures, big data, fundamentals of computer organisation and architecture, algorithm complexity and networking.

Assessment: This course is assessed through 20% coursework and 80% examinations.

Future Opportunities

Many students who take Computer Science often go on to study it at university, or they take another science or mathematical subject and use their knowledge of computing to enhance and support their studies. Computing combines well with a range of science and mathematics subjects, leading to university study in areas such as medicine, law, business, politics or sciences. By taking the course you will not just develop your computing knowledge but also enhance characteristics such as thinking creatively, innovatively, analytically, logically and critically, all of which employers look for.

Drama and Theatre Studies

Exam Board: AQA

Introduction

This course inspires students to become independent theatre makers, equipping them with the skills they need to enter higher education as Theatre students. The course also caters to those with a passion for theatre in its widest sense whether that be acting, directing, designing, theatre marketing, digital media and beyond. The personal and practical skills learnt throughout the course are transferable to many other subjects and a wide range of industries. Practical creativity is emphasised alongside research and theoretical understanding with students learning through the experience of seeing live theatre, exploring a wide range of theatrical styles, texts and devising, i.e. creating original drama.

Entry requirements

GCSE Drama at grade 5 or above.

Course Content

Component 1: Drama and theatre

Students develop their knowledge and understanding of drama and theatre through the study of two set plays and the analysis of live theatre makers. Component 1 is assessed through a three hour exam at the end of the course.

Component 2: Creating original drama

Students study the process of devising, leading to a whole devised performance based on the methodologies of a prescribed practitioner. This component is marked by teachers and moderated by AQA.

Component 3: Making theatre

Students carry out a practical exploration of three extracts, each taken from a different play. The methodology of a prescribed practitioner is applied to extract 3, which will be assessed and marked by AQA.

Future Opportunities

The career and study opportunities beyond A Level Drama and Theatre are wide ranging. In addition to specific performance or technical based theatre courses offered by universities, colleges and drama schools, most employers recognise the value of Drama study and training in any workplace to enhance communication, leadership and creative skills. Drama qualifications are widely accepted in many career paths including teaching, film and media, lecturing, journalism, drama therapy, marketing and events.



Economics

Exam Board: AQA

Introduction

A Level Economics is well-regarded in academic circles as well as in employment. Economics is a great complementary subject with A Level choices such as Maths, English, History and Geography. It is advisable for most people to have a basic understanding of economics in today's modern, fast-paced world where the economic situation is rapidly changing.

This course will provide students with a detailed understanding of how an economy works and makes specific reference to financial markets. Students are kept up-to-date with the latest economic developments and reasons for boom and bust. Students will learn to analyse and evaluate economic issues and are encouraged to voice their own opinions.

Entry requirements

GCSE Maths grade 7 or above and English Language grade 5 or above. Students with a grade 6 in Maths will be assessed for their suitability to take this course on an individual basis.

Course Content

Year 12

Microeconomics: the economic problem of scarce resources and unlimited wants, demand and supply, government intervention, competitive markets and efficiency.

Macroeconomics: how the performance of an economy is measured, the circular flow of income, aggregate demand and supply, government policy, the problems of inflation and unemployment.

Year 13

Year 13 builds on Year 12 topics and includes models of competition such as perfect competition, oligopoly and monopoly. Students will also study the labour market, investigate the distribution of income/wealth and learn how financial markets operate.

Future Opportunities

The course will help to provide students with evaluation and analytical skills that can be applied to most areas of further education and employment. Subject specific career paths include law, accountancy, marketing, insurance, banking, management, stockbroking and the civil service.

Financial services is a leading industry in the UK. An A Level in Economics gives students a strong foothold in this growing industry.

English Language and Literature

Exam Board: Pearson

Introduction

English Language and Literature is the ideal course for students who enjoy engaging with a wide range of texts: fiction and non-fiction; literary and non-literary; novels, drama, poetry; journalism, biography, documentaries; conversation and the spontaneous spoken word. It is not two separate subjects, as at GCSE - it is an integrated course that brings the linguistic and the literary together. Students not only develop their analytical and evaluative skills: they will become producers and interpreters of language by creating texts themselves and critically reflecting on their own writing process.

Entry requirements

GCSE English Language and English Literature at grade 5 or above.

Course Content

Over the two years, students will prepare for two externally assessed examinations and coursework. They will explore a wide variety of non-fiction texts from different genres and modes – something to suit all tastes! They will study prose fiction, poetry and modern drama. Coursework is wide open to individual choice: students produce two pieces of creative writing, using one fiction and one non-fiction text as stimulus for their own fiction and non-fiction writing. This is the part of the course that can be tailored to personal interest.

Future Opportunities

This course is empowering because it is packed with transferable skills. English Language and Literature offers a breadth of study that will support a variety of different career paths such as teaching, journalism, publishing, arts administration, theatre, advertising, law, manufacturing, and finance. Students can go on to study either English Language or English Literature at university as separate degree courses or continue to study the subjects in combination. Creative and professional writing are other courses popular with students who choose this A Level.

English Literature

Exam Board: AQA

Introduction

This course is for students who love reading a range of literary texts from Shakespeare to Shelley to Steinbeck. Students will have the opportunity to read widely and independently both set texts and others they have selected for themselves. They will build upon skills acquired at GCSE, engaging critically and creatively with a substantial body of texts, developing analytical and evaluative skills. The social, historical and cultural context of texts, as well as others' interpretations of them, will also be explored.

Entry requirements

GCSE English Language at grade 5 or above and English Literature at grade 6 or above.

Course Content

Year 12

In the first year, students will study three texts: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900. The core content includes the study of Literary Genres with options including Aspects of Tragedy and Aspects of Comedy.

Year 13

In the second year, students will study three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900. The core content includes the study of Texts and Genres and Theory and Independence. Options include Elements of Crime and Elements of Political and Social Protest Writing.

Students also complete coursework. This involves studying two texts: one poetry and one prose text, informed by study of the Critical Anthology. They complete two essays of 1250–1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology. One essay can be re-creative. The re-creative piece will be accompanied by a commentary.

Future Opportunities

Students with a qualification in this subject will have a wide range of careers and higher education opportunities open to them. English Literature can be studied as a single degree or it can be combined with other subjects such as History, Philosophy, Law, Politics or Languages. For those students who go straight into employment, English Literature will open the door to a wide range of opportunities in areas such as journalism, the media, law or management-based subjects.



Geography

Exam Board: OCR

Introduction

The OCR Geography syllabus aims to cover topics which are relevant to students' lives and which encourage a sense of place and awareness of the world. It draws on students' previous geographical knowledge and develops new ideas and concepts to explore in both human and physical geography. Fieldwork and subsequent coursework also play a significant part in the course, and to cover this aspect there will be a residential trip to Barcelona to study urban and coastal environments.

Entry requirements

GCSE Geography at Grade 6 or above, with English Language and Maths at Grade 5 or above.

Course Content

Year 12

In the first year of the course students will learn about Landscape Systems, studying Coastal Landscapes, including coastal processes, landforms and humans' influence. They will also study Changing Spaces, Making Places, exploring the relationships and connections between people, the economy and society, and how these contribute to creating places. Finally, they will study Hazardous Earth through geographical debates and questions. Fieldwork will pertain to a fieldtrip to Barcelona and students will subsequently complete their coursework, worth 20% of their A Level.

Year 13

In the second year, students will have the opportunity to study Physical Systems through learning about Earth's Life Support Systems, specifically carbon and water cycles and their importance globally. We also look at Human Interactions through studying Global Migration and Power and Borders- two exciting and dynamic topics, relevant to today's world. Geographical Debates are also picked up on again looking at Disease Dilemmas and their global implications, with students now able to make synoptic links across the topics they have studied, seeing how truly interconnected our world is. There may also be an opportunity for a final fieldtrip in Year 13, either to Italy or Iceland, to support students in their revision and helping them see their studies in real life.

Future Opportunities

Geography is a broad and wide ranging subject, which opens up many opportunities for future employment and personal development, enabling students to develop a multitude of personal and collaborative skills. Previous students have gone on to study Physical and Human Geography at university, as well as Geotechnical Engineering, Geology, Sustainable Development, Law, and joint Geography and Economics and International Relations courses.

History

Exam Board: OCR

Introduction

What lengths will people go to for power? Who was the most dangerous man in all of Europe? How do you get away with murder? What inspired Game of Thrones? In History the truth is stranger than fiction! At A Level students will take an exciting journey through time solving mysteries and losing themselves in unbelievable stories. They will discover that you simply cannot make these things up. We aim to build on the skills they learnt at GCSE and make them critical, analytical, independent thinkers who can argue better than anyone else.

Entry requirements

GCSE History at grade 6 or above and GCSE English Language at grade 5 or above.

Course Content

Over two years students will study four different modules. Two will be taught in Year 12 and two will be taught in Year 13.

Y105: Lancastrians, Yorkists and Henry VII, 1450-1509: England was torn apart by a series of bloody battles for the throne. In just 30 years the crown changed hands seven times. Tens of thousands of people were slaughtered in a feud that inspired Game of Thrones.

Y215: Italy and Unification 1789-1896: Revolution sweeps through Europe after the Napoleonic Wars as Italian Nationalists fight against impossible odds to unify a country divided for hundreds of years. Secret societies, scheming politicians, warfare amid the ruins of ancient Rome and if that's not enough for you we have river pirates!

Y318: Russia and its Rulers 1855-1964: From the Tsars to the Communists, from the Crimean War to the Space Race – Russia saw revolution and reform – but what really changed? Were the Communist rulers merely Red Tsars? Did the Russian people simply replace one set of dictators with another? And why was Lenin smuggled to Russia “in a sealed truck like a plague bacillus”?

Y100: Historical Investigations: This is the chance for you to study what you want. You will write an extended essay on a topic of your choice. Fancy doing something you have studied before, but in more depth? Or the chance to throw yourself into an era that you are passionate about. The coursework is an exciting opportunity to become a fully-fledged historian.

Future Opportunities

Universities and employers value History A Level. History students are trained to learn independently, express their views persuasively, weigh up evidence, carry out research and produce clearly written reports. These skills can be harnessed for a range of careers including journalism, law, management and politics. History also helps to make better informed citizens.

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Mathematics

Exam Board: AQA

Introduction

Studying Mathematics at A Level is an immensely rewarding experience. As well as studying a fascinating, stimulating academic subject, students will be able to develop logical skills and enhance their problem solving capacity and analytical skills. The Mathematics department consistently achieves some of the school's best A Level results and we use our experience and expertise to support students through every step of their studies.

Entry requirements

GCSE Maths at grade 7 or above. Students with a grade 6 will be assessed for their suitability to take this course on an Individual basis.

Course Content

Year 12

In Year 12 students will study a variety of Pure and Applied subjects. In Pure Mathematics this will include algebraic manipulation and equation solving, algebraic graphs, binomial expansions, differentiation, integration, trigonometry, vectors, exponentials and logarithms. The Applied topics will be drawn from both Statistics and Mechanics. Statistics topics will include sampling, interpreting statistical diagrams, probability distributions and hypothesis testing. The Mechanics topics will include kinematics, variable acceleration and the use of Newton's laws.

Year 13

In Year 13 students will consolidate and develop the skills they have learnt in Year 12. In Pure Mathematics this will include sequences and series, circular measure functions and transformations, numerical methods, parametric equations, partial fractions and further calculus. The Applied topics will again be drawn from both Statistics and Mechanics. Statistics topics will include conditional probability, Venn diagrams and the Normal distribution. The Mechanics topics will include kinematic graphs, equilibrium, statics, friction and moments.

Future Opportunities

Mathematics A Level is highly respected by universities and employers, and is required for a wide range of courses and careers such as accountancy, market research, games design, logistics, telecommunications and finance. University courses in Physics, Engineering and Computer Science often require an A Level in Mathematics.

Further Mathematics

Exam Board: AQA

Introduction

Studying Further Mathematics at A Level will require that you also study the A Level Mathematics course. You will be introduced to sophisticated, challenging branches of mathematics that lead on to university courses in the subject, which will not be covered in the Mathematics course alone, such as numerical methods, complex numbers, matrix and vector algebra and algorithms.

Entry requirements

GCSE Maths at grade 8. Students with a grade 7 will be assessed for their suitability to take this course on an individual basis.

Students applying to study Further Mathematics must also apply to study Mathematics.

Course Content

In Year 12 students will study a variety of Further Pure and Applied subjects. In Further Pure mathematics this will include complex numbers, matrices, further calculus, vectors, polar coordinates and hyperbolic functions. The Applied topics will be drawn from both Mechanics and Discrete topics. Mechanics topics will include momentum and collisions, work, energy and power, and horizontal circular motion. The Discrete topics will include graphs, network flows, linear programming, critical path analysis, game theory and binary operations.

In Year 13 students will consolidate and develop the skills they have learnt in Year 12. In Further Pure mathematics this will include proof, differential equations, trigonometry, numerical methods and coordinate geometry. The applied topics will again be drawn from both Mechanics and Discrete topics. The Mechanics content will develop the concepts encountered in year 12 including momentum in impulse, Hooke's law, elastic potential energy, centres of mass and vertical circular motion. The Discrete topics will include route Inspection, the travelling salesman problem, the Simplex algorithm and Gantt diagrams.

Future Opportunities

Further Mathematics A Level is highly respected by universities and employers. For those considering Mathematics at university then Further Mathematics, is increasingly desirable at many institutions.



Languages (French/German/Spanish)

Exam Board: AQA

Introduction

Knowledge of a foreign language can widen a person's horizons and provide them with many new opportunities. For those who have a passion for communication and an interest in learning about other cultures, then the further study of French, German or Spanish is a must. Whether students intend to use a foreign language for work, study or leisure, studying a language will equip them with the necessary skills and knowledge to become proficient linguists.

Entry Requirements

GCSE French/German/Spanish at grade 6 or above.

Course Content

These courses are being offered as an A Level course at the end of which students will take an A Level exam in either French, German or Spanish.

During the A Level course students will study Information and vocabulary on 4 themes:

1. Aspects of Hispanic/Francophone/German society
2. Artistic culture in the Hispanic/Francophone/German world
3. Multiculturalism in Hispanic/Francophone/German society
4. Aspects of political life in Hispanic/Francophone/German society

For the A Level exam students will also study a French/German/Spanish film and a literary work, which will not only help to develop their skills in understanding the language but also broaden their knowledge of the history and culture of the country about which they are learning. For their A Level oral exam students will research a topic of their choice from the country they are studying and will be examined on one of the themes they have studied over the two years.

At the end of the course students will take three exams:

Paper 1: Listening, Reading & Translation

Paper 2: Written Response to Works & Translation

Paper 3: Speaking

Future Opportunities

Some students choose to take a degree in languages, others choose to pursue a different subject but choose a language option alongside it. Having a language at A Level will certainly improve a student's employability, in particular with international companies.

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Media Studies

Exam Board: AQA

Introduction

This is a course which aims to equip students with the critical tools necessary to carry out their own ‘readings’ and investigations of both mass and niche media. The course also enables students to build on their own interests, knowledge and enjoyment of media technologies.

Entry requirements

GCSE English Language at grade 5 or above.

Course Content

Through studying Media Studies students will view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms. They will find contemporary, diverse topics and varied and engaging content, helping students to develop research, problem-solving skills as well as their creativity. Students will also refine their debating skills through the discussion of contemporary issues from a range of perspectives. Students will study a wide range of media – films, television programmes, advertising, video games, news media, websites and apps. Each of these varied texts is studied under the four threads of media: media language, audience, industry and representation.

Texts are from different genres, cultures and historical periods. The course is designed so that students are able to interrogate media texts and analyse how audiences are manipulated by the media. Students will also look at how institutions use the media to influence and direct audiences’ responses to the media.

Students will be required to study:

- at least one media product produced before 1950
- at least one media product produced for a non-English speaking audience
- at least one media product produced outside the commercial mainstream
- at least one media product targeting, or produced by, a minority group

Non-Examined Assessment

Students will also have the opportunity to create a media product of their own which will constitute part of the final A Level grade.

Future Opportunities

A range of courses at higher education and career opportunities can be accessed through this course such as journalism, advertising and marketing, publishing, web design and graphic design. Students who have previously studied Media Studies have taken media related degrees at university, ranging from television production to Marketing and Hospitality degrees.

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Music

Exam Board: AQA

Introduction

This challenging, yet hugely rewarding, course gives students the chance to increasingly follow their own interests in music, whilst allowing them to develop both broader and deeper understanding of a range of musical styles.

Entry requirements

GCSE Music at grade 6 or above and grade 4 standard (ABRSM or equivalent) or above in their first instrument/voice.

Course Content

Throughout the two year course students explore, and develop, a repertoire of musical skills and techniques focussed around three areas of study: music appraisal, performance, and composition.

Component 1: A listening exam which assesses musical and contextual understanding, worth up to 40% of the overall marks. The exam takes place during the summer term at the end of the 2-year course.

Component 2: Instrumental or vocal performance of 10 to 12 minutes' duration of Grade 5 standard or above. This component accounts for a further 35% of the A Level.

Component 3: Students complete two compositions (one in response to a choice of briefs and one free), totalling at least 4.5 minutes for the remaining 25% of marks, to be completed during the second year of study. As well as audio evidence, composition evidence may be presented as any of the following: Traditional notation, lead sheet or aural guide.

Future Opportunities

This is a respected A Level course which prepares students well for university. It may lead to a career as a performer, composer, recording musician, conductor, teacher or music therapist. Higher Education destinations for leavers have included the Royal College of Music, Birmingham Conservatoire, London College of Contemporary Music, Southampton University, University of Leeds and St John's College, Cambridge.

Philosophy and Ethics

Exam Board: OCR

Introduction

This diverse and intellectually challenging A Level will provide students with the opportunity to investigate and analyse a range of philosophical, ethical and religious issues. The philosophy element of the course introduces students to a range of philosophical questions such as: How can we explain the nature and extent of suffering in the world? Do we have a soul? The ethics module explores a range of ethical theories and their practical application to contemporary issues such as euthanasia and the ethics of business. The theology units introduce students to a range of interesting and engaging topics including; questions surrounding life after death, gender in religion and society, secularism and liberation theology.

Entry requirements

GCSE English Language at grade 5 or above and GCSE Religious Studies (if studied) at grade 6 or above.

Course Content

Year 12

The first year provides students with a foundation in philosophical and ethical thinking. In the philosophy section of the course students will study Ancient Greek philosophy (Plato and Aristotle), philosophical arguments for the existence of God, the problem of evil and questions surrounding the nature of body and soul. In Ethics students will study utilitarianism, natural law and Kantian ethics, and apply these theories to euthanasia and business ethics. In the 'Development in Religious Thought' paper students will examine philosophical and ethical concepts that underpin Christianity; they will consider how Christians believe they can have knowledge of God, Christian beliefs about life after death and the key moral principles of Christianity.

Year 13

The second year builds on the content and skills acquired in Year 12. In the philosophy section of the course students will study the role and nature of religious language and philosophical problems concerning the nature of God. In Ethics students will explore topics including Meta-Ethics, the conscience and sexual ethics. Students will also explore concepts such as gender and society, the challenge of secularism and Marx.

Future Opportunities

The study of Philosophy and Ethics equips students with a variety of skills that are essential for many disciplines at degree level. These skills include: essay writing, forming and analysis of arguments and critical evaluation. Our students go on to study a range of subjects at university including Philosophy, English, History, Law and Psychology.



Photography

Exam Board: AQA

Introduction

Photography is a creative course that allows students to develop a passion for showing the world in a different light. Each student will need access to a camera with fully manual settings for independent shoots. There is a strong technical element to this course with regard to understanding camera settings and manipulating images through Photoshop.

The course includes visits to galleries and related workshops.

Entry requirements

GCSE Photography or Art and Design at grade 6 or above. Students who have not studied Photography or Art at GCSE level will need to present examples of their work that have been undertaken recently.

Course Content

Students produce a series of mini projects to develop technical skills and explore a range of approaches to photography. The 'Personal Investigation' (Component 1) is started in Year 12 and develops through to Year 13 when students build on their personal investigation through a 1000 – 3000 word essay which informs an extension to the project and completes the coursework component. The exam (Component 2) takes the form of an externally set project which includes a preparation period of around 3 months followed by a 15 hour controlled assessment.

Future Opportunities

An A Level in Photography provides foundation skills for a wide range of careers that involve the visual arts. This course could provide a pathway into a career such as an animator, graphic designer, illustrator, photographer, product designer, production designer or even a role in theatre, television or film.

Physical Education

Exam Board: AQA

Introduction

The specification in Physical Education will equip students with a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. Students will develop their ability to analyse and evaluate how to improve performance and understand the contribution which physical activity makes to health and fitness.

Entry requirements

GCSE PE grade 6 or above. A grade 6-6 in GCSE Combined Science or a grade 6 in GCSE Biology is also desirable. Students who have not studied PE at GCSE level will be considered on an individual basis, taking into account Science results and sporting ability.

Course Content

The theoretical part of the course is worth 70% of the final grade. The topics covered over the full A Level course are: applied anatomy and exercise physiology, biomechanical movement, skill acquisition, sport psychology, sport and society and the role of technology in physical activity and sport. In order for students to fully appreciate the application of these theoretical concepts it is imperative that they have a current interest in either playing or coaching sport.

Students will also be assessed practically in one activity as either a performer or a coach. This is worth 30% of the final grade. Students will also complete a personal performance portfolio which identifies where improvements can be made in performance. They will then complete and apply an action plan in relation to this.

Future Opportunities

Students who have previously completed the course have gone on to study a variety of sports related courses at university such as Sports Science, Sports Coaching, Sports Psychology and Physiotherapy. Others have also gone on to a career in public services.

For those who do not wish to attend higher education, a career in coaching, personal training or the leisure industry would be possible after studying this subject.

Physics

Exam Board: OCR

Introduction

For many, Physics conjures up images of eccentric old men locked in stuffy laboratories whilst deliberating higher order theoretical equations. However, Physics is shedding this image and has never been more exciting and there is now an increasing number of girls taking the course. The redesigned A Level is being taught by an experienced A Level team who have a passion for physics and create numerous enrichment opportunities throughout the course. There is an emphasis on generating fascination and excitement in understanding how the world, and the universe, works. The course requires motivated, hard-working students with good analytical skills who are not afraid to think. This course also aims to develop competence and confidence in a variety of practical, mathematical and problem solving skills.

Entry requirements

GCSE Combined Science 7-7 pass or above, or GCSE Physics and one other science at grade 7 or above with GCSE Maths at grade 7 or above. It is suggested that students should study A Level Maths (please see Maths course details for entry requirements for Maths A Level) or be strong Mathematicians.

Course Content

Throughout the course practical skills in Physics are developed by making measurements, analysing data and looking at the physical quantities, units and nature of these quantities.

In the first year students investigate forces and motion in more detail, building on topics studied at GCSE, and looking at the properties of materials. Electricity and quantum behaviour of electrons and waves are investigated.

In the second year we look at the effects of temperature on the behaviour of gases, at circular motion and oscillations as well as electric, magnetic and gravitational fields. We also look at the fields of nuclear physics, astrophysics and cosmology.

Future Opportunities

Physics leads on to a wide range of courses and careers. Students could use Physics to support other qualifications, or to progress on to further studies. Examples of other studies could be medicine, engineering, electronics, architecture, psychology, dentistry and pharmacy. Employment opportunities could cover areas such as radiography, biotechnology and even modelling in finance. In fact, Physics is recognised as an entry qualification for a wide range of higher education courses and employment.

Psychology

Exam Board: AQA

Introduction

This is a course for students who are interested in human behaviour, what makes us different and how our experiences shape and influence the way we behave. Psychology is the scientific study of the mind and behaviour and the AQA A Level gives an excellent introduction to the ways human behaviour is studied and the different approaches to explaining our behaviour.

This course is not only designed to give students a good foundation in the subject but will also give an appreciation of how Psychology can be applied to some critical issues in society today. For example; why do people have OCD? How do early childhood experiences affect adult life?

Entry requirements

- GCSE English Language and Maths at grade 5 or above.
- GCSE Combined Science 5-5 pass or above, or grade 5 pass in either Biology, Chemistry or Physics separate Science.

Course Content

In the first year, students gain a broad knowledge of the different ways psychologists explain and study human behaviour. The areas covered include: Social Influence, Memory, Attachment, Psychopathology and Research Methods.

In the second year, students develop their understanding of the different approaches to explaining human behaviour and the issues associated with conducting research into human behaviour. Students study three topics in depth: Relationships, Schizophrenia and Aggression. Students also study Biopsychology.

Future Opportunities

This course provides a sound basis for further undergraduate and postgraduate study leading to a professional career in Psychology. Its focus on why and how humans behave makes this subject useful for a career in business or the public sector. The skills and knowledge obtained from this A Level are relevant to any career involving contact with other people. Particularly relevant career options include marketing, business development, accountancy, human resources, forensic psychology, occupational therapy, clinical psychology, educational psychology, the police, law, counselling, nursing and teaching.



Sociology

Exam Board: AQA

Introduction

Why are men more likely to commit crimes than women? Why are women likely to be more religious than men? Do we all have common shared norms and values? What happens when we don't? A Level Sociology will explore these questions and more and help you to make sense of the society we live in.

Entry requirements

GCSE English Language or English Literature at grade 5 or above and GCSE Maths at grade 4 or above.

Course Content

The AQA A Level Sociology course introduces students to a broad range of sociological theories and debates. Students apply sociological theories such as Functionalism, Marxism and Feminism to the following themes: Education, Families and households, Crime and deviance and Beliefs in society. Students also engage in sociological debates such as; is Sociology a science? And, how can sociological research impact social policy? Students also explore and assess the usefulness of a range of research methods. The course also provides students with valuable academic skills such as essay writing, evaluation and analysis and critical thinking.

Future Opportunities

The study of A Level Sociology equips students with a variety of skills that are essential for many disciplines at degree level. Students of Sociology often go on to study a range of subjects at university including Sociology, Psychology, Geography, Politics and Social work. Studying Sociology at university can give you a whole host of exciting career options, including: postgraduate study, sociological research, politics, social work, human resources, advertising, policing, marketing, journalism, law and teaching.

Three Dimensional Design

Exam Board: AQA

Introduction

The Three Dimensional Design course involves the extension of skills through a range of mini projects that focus on developing both technical knowledge and aesthetic understanding. Students will learn to design creatively in 3D focusing primarily on either architecture or product design. This will include use of CAD, journaling of ideas and model making with access to a range of technology equipment including laser cutting for the production of formal models.

The course includes visits and related workshops to extend knowledge within design.

Entry Requirements

GCSE Design and Technology or Three Dimensional Design at grade 6 or above. Students who have not studied these subjects at GCSE level will need to present examples of their work that have recently been undertaken.

Course Content

In Year 12 students produce a portfolio of work which will include work books and journals along with an extended collection of work showing the students' ability to research and develop ideas. Coursework includes critical analysis, drawing, project development through workbooks, experimental studies and resolutions within the particular focus chosen. The 'Personal Investigation' (Component 1) is started in Year 12 and develops through to Year 13 when students build on their personal investigation through a 1000 – 3000 word essay which informs a further portfolio of work and completes the coursework component. The exam (Component 2) takes the form of an externally set project which includes a preparation period of around 3 months followed by a 15 hour controlled assessment.

Future Opportunities

An A Level in Three Dimensional Design provides foundation skills for a wide range of careers that involve Three Dimensional Design including: stage design, architecture, interior design, product design and engineering.

BTEC Nationals Applied Science (AAQ)

Exam Board: Pearson

Introduction

Applied Science is a subject for those who have a keen interest in Science, but wish to study in a more applied, vocational way rather than following the traditional route. This course allows the development of a whole host of skills such as real-world practical skills, organisational skills and those needed to develop and present large projects.

The field of Science is constantly developing, with new technologies such as DNA sequencing becoming more prevalent, nanomaterials being used to make amazing new materials and the human race searching further into space. Science is on the rise and is getting more media coverage each week. This is a great opportunity to get involved in this exciting time for the industry.

Entry requirements

GCSE Combined Science pass of 5-5 or above is required, or GCSE Biology, Chemistry or Physics at a grade 5. Alternatively, Level 2 BTEC Applied Science at a Merit level would be accepted.

Course Content

At the time of the prospectus publication, due to Government reforms, the exact course content will be confirmed at a later date.

Future Opportunities

This level 3 course carries UCAS points in the same way that A Level subjects do, and so is a great alternative for students wishing to pursue further studies in science without committing to one science or for students who prefer learning through coursework. Applied Science can be used to gain entry into numerous careers including nursing, criminology, environmental science, psychology, sport and exercise science, forensic science and engineering.

Alternatively, those who complete the course may choose to follow other pathways, whether they be apprenticeships or using their skills in the workplace.

Cambridge Technical in Business (Level 3)

Exam Board: OCR

Introduction

Businesses are at the heart of the economy and this course is an ideal foundation for students to gain a theoretical background reinforced with real life business case studies.

This course allows students to investigate the world of business through a vocational qualification involving 3 assignments and 2 unit examinations that is designed to offer a work-focused alternative to A Levels. Students will have the opportunity to demonstrate and develop application of knowledge and understanding in various areas of work and business functional areas to develop research skills both independently and as a group. The two-year course is equivalent to an A Level.

Entry Requirements

GCSE Maths and English at grade 4 or above.

Course Content

- The business environment – understanding the different types of business and how they are influenced by the wider environment
- Business resources – developing an understanding of managing core resources available to businesses, including human, physical, technological and financial business teams.
- Marketing – the role of market research and how it contributes to market planning and the marketing mix
- Customers and communications – developing an understanding of customer service and methods of building customer rapport.

Future Opportunities

The course will help to provide students with investigative and problem solving skills that can be applied to most areas of further education and employment. Subject specific career paths include: law, banking, accountancy, finance, marketing, administration, management, human resources and any area of business operations.

Financial services is a leading sector in the UK and a Level 3 qualification in Business gives students a strong foothold in this growing industry.

BTEC Nationals Health and Social Care (AAQ)

Exam Board: Pearson

Introduction

This is a new course that is designed to provide students with a specialist work-related qualification in Health and Social Care which is recognised by employers and universities. It allows students to develop a wide ranging theoretical education whilst also gaining valuable work experience in this demanding field. An essential part of the course looks at the functions of the body and factors affecting its growth and development.

This is a comprehensive course for individuals wanting to progress into higher education and/or a career in a wide range of professions within the fields of Health and Social Care. It provides a specialist work-related programme of study, equivalent to one A Level.

Entry requirements

BTEC in Health and Social Care (Level 2) at Merit or above or GCSE English Language at grade 4 or above. A grade 4 in Science is also preferred.

Course Content

Students will study a range of subjects including 'Human Growth and Development' and 'Human Biology & Health'; both of these units are assessed via formal written examination. Further units to be studied include Principles of Health & Social Care Practice ' and 'Health Science'. Both of these units are assessed internally via coursework.

Part of the course will involve visits to local health and social care settings, such as pre-school nurseries and schools, residential care centres, pharmacies, day centres for the elderly or people with special needs, hospices for people with terminal illnesses and hostels for the homeless.

Future Opportunities

Progression on to undergraduate courses at universities in a variety of health related fields is encouraged. There is a number of health/science related degrees offered at our local and national universities including nursing, social work, radiography, medical technician, occupational therapy, teaching, mental health and operating department practitioner.

BTEC National Extended Certificate in Sport (Level 3) and National Diploma in Sport (Level 3)

Exam Board: BTEC

Introduction

The Level 3 BTEC in Sport is an innovative and vocational based course aimed at students with a real interest in the sports sector and what it has to offer. There is a large practical element and students are required to apply the content to a variety of sporting contexts such as a fitness trainer and sports coach. The course builds on students' knowledge from the Level 2 BTEC in Sport and GCSE Physical Education courses offered in Years 10 and 11.

We offer two courses at St. Crispin's:

1. National Extended Certificate in Sport - This is equivalent to one A Level
2. National Diploma in Sport - This is equivalent to two A Levels

Entry requirements

GCSE PE at grade 4 or above or BTEC in Sport (Level 2) at merit or above.

Course Content

	National Extended Certificate	National Diploma
Year 1	<ul style="list-style-type: none">• Anatomy and Physiology in Sport• Sports Leadership	<ul style="list-style-type: none">• Anatomy and Physiology in Sport• Sports Leadership• Investigating Business in the Sport & Active Leisure Industry
Year 2	<ul style="list-style-type: none">• Fitness Training and Programming Fitness training & programming for Health, Sport & Wellbeing.• Professional development in the Sports Industry	<ul style="list-style-type: none">• Application of Fitness Testing• Skill Acquisition in Sport• Coaching for performance

Future Opportunities

The sports industry is one that keeps growing in size and diversity. Both courses provide an excellent foundation for students who wish to study a sports related course at university, such as Sport Sciences, or seek employment within the leisure industry. The diverse nature of the courses give students a broad and balanced experience that will prepare them well for a sports career pathway.

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