



THE JOHN FROST SCHOOL

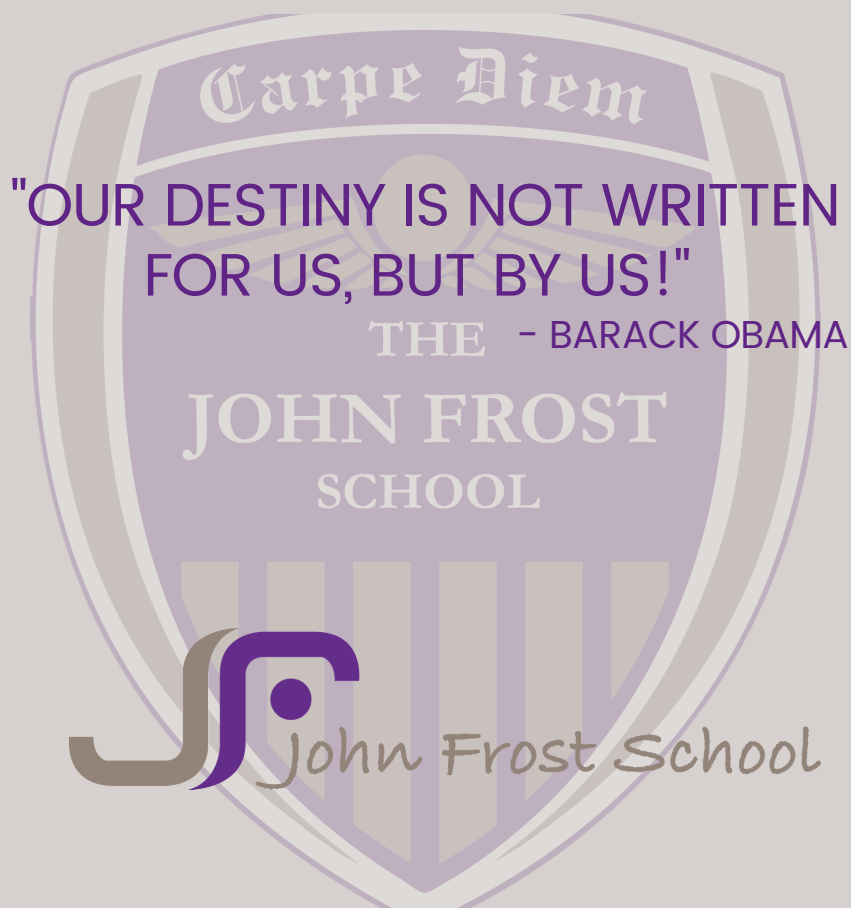
SIXTH FORM PROSPECTUS
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2020 – 2021

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Welcome to The John Frost School's Sixth Form

The Chartist leader, John Frost, seized the opportunity to make things better for others. Our motto 'Carpe Diem' encourages our students to seize the opportunity to make their lives better and more rewarding.

As Headteacher, I work with all members of our community to ensure our students lead happy and successful lives.

– Mr Mark Tucker
Headteacher

OUR SCHOOL CHARTER

1. TO INSTIL RESPECT AND TOLERANCE TOWARDS OTHERS
2. TO PROVIDE A SAFE, CARING AND HEALTHY ENVIRONMENT
3. TO FOSTER PRIDE IN OURSELVES, OUR SCHOOL, OUR COMMUNITIES AND OUR CITY
4. TO PROMOTE AN INCLUSIVE, NURTURING SCHOOL WHERE WE ALL WORK TOGETHER TO ACHIEVE SUCCESS
5. TO ENABLE STUDENTS TO REALISE THEIR POTENTIAL
6. TO ENCOURAGE A LIFELONG LOVE OF LEARNING TO ENSURE STUDENTS ARE:
 - AMBITIOUS AND CAPABLE
 - ENTERPRISING AND CREATIVE
 - ETHICAL AND INFORMED
 - HEALTHY AND CONFIDENT



INTRODUCTION

The last year and a half has been filled with unforeseen twists and turns and unexpected challenges. It has demanded that you, as students, adapt the way you learn and develop your independence and resilience in order to succeed at your studies. The transition from compulsory education into the next phase of your life can appear daunting. There are a multitude of choices and you must decide on the best path for you!

The John Frost School Sixth Form offers you the chance to personalise the route of your education and choose from over 40 different subjects across the Newport West Sixth Form Collaboration. Our focus on wellbeing and inclusivity ensures that all students that attend Sixth Form receive high quality teaching and learning and are also supported in all aspects of their education in an equitable and diverse setting. This is an area of the school's provision that was highlighted as 'Good' in the recent 2020 school inspection.

"CHOOSING WHAT TO DO AFTER MY GCSE EXAMS WAS A BIG CHOICE BUT I FEEL I COMPLETELY MADE THE RIGHT ONE BY DECIDING TO COME TO THE JOHN FROST'S 6TH FORM"

- ELERI GREY (HEAD GIRL 2020/21)



School Information

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Chair of Governors

Mr Mark Tucker
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Head of Sixth Form
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What are my options after completing my GCSE's?



Good decisions are informed decisions.

It is essential that you use your time wisely to research and plan your future pathway.

Follow these steps:

Focus on your learning this year.

Planning for the future is an important step; however you must complete your GCSEs this year and your achievements will pave the way to your future success. Our Sixth Form entry requirements must be met in order to enrol and some subjects have specific grade requirements for students to have the skillset to be able to succeed on the course. Please speak with your teacher in your chosen A-Level subject to gain their advice.

Reflect.

What subjects inspire you?

In what subjects do you excel? What skills do you regard as being your strengths? Where do you see your future educational pathway and your career? In what setting would you enjoy working?

All these factors must be considered when deciding upon your post-16 pathway.

Set a long term goal.

If you already have a career or university course in mind, then you should have a good idea of the subjects that you want to study at A-level. Alternatively, you may not be sure exactly what you want to study or have a choice of career at present; use your time to do some research. Use the network of support around you to support your decisions – go online and speak with your parents, carers and other family members; your teachers and Careers Wales will all be able to give you good advice.

Research, research, research...

The decisions you make might well be the most important that you have had to make so far. Therefore, it is essential that you commit to detailed research. Choosing your A-Level subjects because your friends have chosen the same is almost certainly not the right way to ensure you succeed in the Sixth Form. A-Level courses must be chosen on the basis of your strengths, interests and future career plans. The more research you do, the more likely you are to have chosen the right pathway for you.

Be realistic.

The step up to A-level study is widely considered to be the largest academic step you will make, in terms of both workload and challenge. In school, you will be supported in your decision-making and well-advised on the subjects that you can study in order for you to realise your ambitions. You must decide upon the A-Level subjects that provide you the opportunity to succeed in your chosen areas of interest.

Useful links.

<https://careerswales.gov.wales/plan-your-career/options-at-16>

<https://www.theuniguide.co.uk/advice/a-level-choices>

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

If you should require any further, specific advice on future pathways, please contact our Careers Wales Advisor: dave.phillips@careerswales.gov.wales; mobile: 07890 274883.

Sixth Form Application Process

For now, students should focus their efforts on ensuring their GCSE studies are completed to the best of their ability. They should also begin the research process to ensure they select the most appropriate courses and post-16 pathway. The application process will begin in April whereby we plan to interview students to support their A-Level choices. We will be in touch in the near future with more details.



Collaboration

The John Frost School works alongside many partners to provide the best support network for our students. Our collaboration with Bassaleg School, St. Joseph's RC School and Newport High School offer you the opportunity to study a wide range of subjects at A-level and Level 3 that are tailored to your individual needs. Strong links have been built with many universities to support our students in their application to university, apprenticeship or the job market. The Seren Project allows our students to access events such as university lectures, tutorials and online seminars in specific subject areas and allows students to develop links with the best universities in the country. A strong social mobility platform provides our students with the support they need to continue to thrive and transition into the next phase of their lives and on into adulthood.



THE WIDE RANGE OF COURSES TO CHOOSE FROM MEANT I COULD STUDY EXACTLY WHAT I WANTED TO, AND THE OPPORTUNITY TO DO LESSONS IN A COLLAB SCHOOL BROADENED THIS CHOICE EVEN FURTHER.

- ELERI GREY (HEAD GIRL 2020/21)



Our Sixth Form Common Room

Our newly refurbished Sixth Form common room offers our students a designated area to study and relax. It offers comfortable group work areas, a designated bank of computers to complement those found in the LRC and a coffee/tea machine.



What do we expect of a John Frost Sixth Form student?

- An excellent approach to learning.
- To take responsibility for your own learning and your future.
- A minimum of five GCSE qualifications grade "C" or above.
- To be a role model for members of our school and community.
- To wear the Sixth Form uniform with pride.



Feedback from our Sixth Form Students

Choosing what to do after my GCSEs was a big choice but I feel I completely made the right one by deciding to come to John Frost's 6th Form. It was important to me that I could carry on doing the extra-curricular things I enjoyed doing throughout high school, as well as keeping the relationships with teachers I'd already built so I knew I had people who could support me through my A-Levels and I definitely had both of those things! The wide range of courses to choose from meant I could study exactly what I wanted to, and the opportunity to do lessons in a collab school broadened this choice even further and meant I got to meet new people and new teachers (learning in a completely new environment has probably helped prepare me for university). The necessary support feels accessible if you have any problems or concerns but you also get a new level of independence, which everyone enjoys. The new common room is such a useful space and you'll always have the resources you need to do well, but it is also a space where I've had so much fun with my friends and the other 6th Formers; it definitely feels like a community, which is so important!

- Eleri Grey - Head Girl 2020/21



Personally, my experience as a sixth form student at the John Frost school was a very positive and rewarding one which resulted in me getting a place in my dream Russel Group university. It is not uncommon to find the jump from GCSE to A-level a massive and sometimes difficult transition, but the support available from staff and other sixth form students can help substantially. When thinking of my time at the John Frost School, the main highlight that comes to mind is the range of incredible teachers I met along the way that made even the most difficult of lessons achievable and understandable. While of course sixth form requires a lot of hard work and dedication to your study, for me it was also an opportunity to mix with people I may have not had the chance to meet in previous years and therefore make so many new friends. Luckily for me, I was awarded the role as Head Girl when in my final year of sixth form which such a positive and fulfilling experience. This role provided me with the chance to improve and gain so many skills including that of confidence and public speaking which was difficult for me prior to this along with giving me important experience that was crucial to my journey to university. Overall, my time as a sixth form student at the John Frost School is something that grew my independence and resilience as an individual which is important whether you plan on going to university like me, plan on an apprenticeship, have an idea on a full-time job or simply do not know what path you want to go down yet.

- Beth Probert - Head Girl 2019/20

When I was deciding what I wanted to do for my A-Levels, the teachers at The John Frost School had supported me and helped me to realise what subjects I enjoy and shown me the various career paths I could go down. From day one of Sixth Form, I knew I would be supported. If I had any queries, I knew who to turn to. If I was feeling stressed, I knew who would help to put my mind at ease. Sixth Form is a difficult journey, regardless of what subjects you choose. However, with the right support and the belief in yourself that you can do it, you will get the results you deserve. This support is found at The John Frost School. The teachers understand how you feel. They have been in your shoes. This makes the quality of teaching even better as they see your potential and will go to great lengths to help you see it, too.

The amount of opportunities at The John Frost School Sixth Form are endless. The school will support what you want to do and find ways to help you achieve it. When I was in Sixth Form, we went to Cambridge to speak to students who are already studying subjects that interested us. It helped us all to see what university life was like and I believe that everyone who went felt the trip was beneficial in one way or another.

My experience at The John Frost School Sixth Form was nothing but positive. They saw my potential and helped me to realise what I want in life, and I left Year 13 with fantastic A-Level results, the status of Head Boy and now I am a Higher Apprentice for the biggest Engineering company in the world, Siemens. I would not have been able to achieve the great things I did if I did not have the support from the teachers.

With a newly-renovated common room, a large Learning Resource Centre and fantastic teachers to support you every step of the way, you are guaranteed to realise your potential and achieve fantastic success at The John Frost School.

- Louis Watkins - Head Boy 2018/19

As a former student of TJFS, I would highly recommend the TJFS 6th form for any student considering furthering their education. My experience within the school had been encompassed with many positive encounters and life lessons. Such lessons varied from the ability to be independent to taking charge of my own education. This could vary from contacting the teachers to highlight areas in which I need to improve to prioritising the time I needed to complete a task. The teachers at TJFS were so helpful and always found time to help and support. The teachers here always want the best for you and your future, so rest assured that your future is also as important to them as it is to you. Another positive experience I had had was the involvement in sports day in which 6th formers were given the opportunity to volunteer and lead certain activities; it was nice to advise and encourage the younger years as you were able to set an example for them. In addition, as Head Girl, I was also given the opportunity to be a lead voice representing the Student Council. This really taught me how adaptable the school is and how much they value the opinion of the students. Thus, by attending TJFS 6th form you'll be secure in knowing that your opinion is valid and will be heard.

- Olajumoke Oketikun - Head Girl 2018/19

Sixth form is the way to go. The level of support is unrivalled. As I applied to go to Oxford, The John Frost School (who work closely with Wellington College) offered me further support from Dr Evans to prepare my personal statement and interview technique. The form tutors (currently mine is Mrs Roach) will happily give their time in order to ensure you are okay and happy with all aspects of your school life. Your relationship with your teachers will grow – Mr Morgan supported me with my basketball, allowing me to train daily by myself in the gym during lunch and break times, as well as giving me advice on workout exercises and nutrition even though I never took GCSE or A-Level PE. Mr Babatola gave me the opportunity to develop my creative writing skills, which I then took up as a hobby, randomly branching into creative writing excerpts mixing history and comedy. The teachers in our school are elite, quite literally, we have teachers, and a headteacher, who have been elite athletes not to mention teachers with doctorates from Russell Group universities. You will, as a fact, learn more here than anywhere else. Sixth form is amazing in general, but the Sixth Form at The John Frost School is something special.

- Rhys Morgan - Head Boy 2020/21

Well where do I begin, there are so many great personal experiences that I was very lucky to be able to get through my two years of Sixth Form. As you know, the ever-changing Covid situation that we have all so patiently sat through has affected us all academically, socially and in general in all aspects of lives. Many of you who have struggled through your final year of GCSE's and are wondering of an option of continue your education into Sixth Form in this tough time; in which I reply to "Yes, yes you should!". Although it is a tough time, you have much to look forward too, with a bright horizon on your way you will have the potential to experience at least one year of Sixth Form without troubles and to its full potential.

Sixth Form is nothing scary, it will develop you as a person and will open many doors even if you leave Sixth Form without going to University. It is there to develop your skills and knowledge and you will be surprised how much you will actually learn during that time. Don't stress and panic, you can get support from the teachers. Enjoy your time there, be open-minded, refine your methods of study in the project and assignments you complete. Balance enjoyment with work and don't hesitate to ask for support from your teachers. Always remember, you are there to learn, enjoy your time and realise your full potential.

- Alex Klusevich - Head Boy 2019/20

Pathways

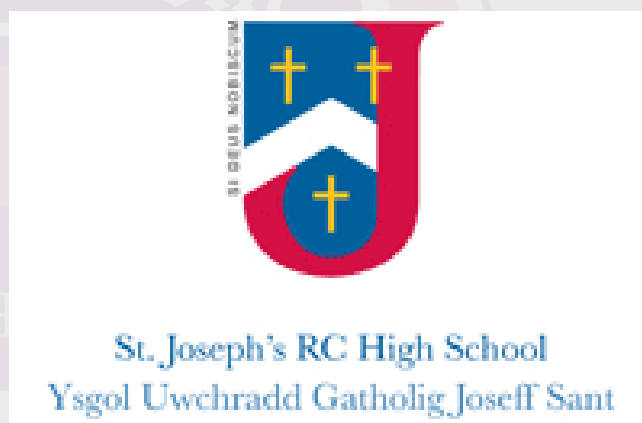
Below are the links to our collaboration schools subject information. Here you will find the schools prospectus, subject information and contact details:

Bassaleg School:



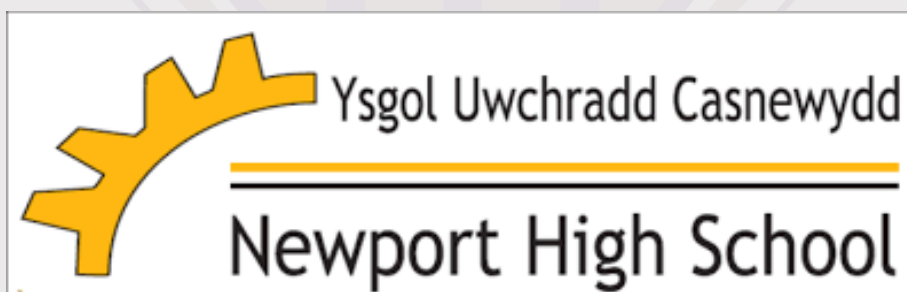
<https://www.bassalegschool.com/sixth-form>

St Josephs High School:



<https://www.sjhs.org.uk/page/?title=Yr11+to+Yr12+Pathway&pid=78>

Newport High School:



http://www.newporthigh.co.uk/?page_id=1332

You will be embarking on an exciting course in Art and Design. This builds on a broad range of skills covered at GCSE or BTEC e.g. knowledge and understanding, imagination, creativity, ICT skills, communication, practical techniques, self-confidence, aesthetical appreciation and analytical reasoning. You should have at least a pass at BTEC or a C grade in GCSE to be able to undertake the course or produce a sketchbook of art work to show your ability to understand the course.

Course Outline

A Level Fine Art course is split into two distinct and separate elements, AS and A2. The AS course is made up of one unit and A2 is split into two parts – coursework and a controlled assignment (exam.) For both levels you are required to demonstrate knowledge, skills and understanding in a range of Art and Design disciplines. This will be achieved through written study to expand knowledge, creative activities to develop practical skills and analysis and evaluation to demonstrate understanding.

AS Unit 1 (Personal Creative Enquiry)

Within the first year you will complete a coursework based on themes and subject matter which are personal and meaningful to the learner. Your sketchbook should demonstrate different processes and techniques in Fine Art techniques and the final pieces will demonstrate your knowledge, understanding and skills based on the various workshops. You will keep a sketchbook record of your observations, interests, skills and experiments indicating your personal development in Art and Design, leading to a final piece or pieces. (40% of qualification).

A2 Unit 2 (Personal Investigation Enquiry)

This consists of two parts: Portfolio with outcomes that have a personal significance and an extended written element of 1000 words, which may contain images and texts. Both the practical/theoretical work and the written element will be assessed together using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment. (36% of qualification)

A2 level Unit 3 (Externally set Assignment)

Unit 3 is an externally set controlled test. Preparation starts with choosing a question from the exam paper, followed by 6 weeks research and experimentation leading to a 15 hour exam – AS. During the 15 hour exam you will produce your final piece. (24% of qualification)

How will I be assessed?

At the beginning of the summer term your course work and exam will be marked by the Art Department staff. Units are marked against the same criteria, which consist of four equally weighed sections: contextual understanding, creative making, reflective recording and personal presentation. Your marks are then submitted to the exam board who then externally moderate the work.

Biology



Course Outline

The AS and course consists of 2 theoretical units whereas the A2 course consists of 2 theoretical units and a practical assessment. The year 12 course will lead to an AS in Biology. The year 13 day course will lead to an A level in Biology.

What will I study?

A grade B or higher in Double Award Science, or GCSE Biology, is preferable to ensure success at A Level Biology

Entry Requirements

AS: Unit 1: 'Basic Biochemistry and Cell Organisation' including: biological compounds, enzymes and genetic information.

Unit 2: 'Biodiversity and Physiology of Body Systems' including: evolution, adaptations for gas exchange, transport and nutrition.

A2: Unit 3: 'Energy, Homeostasis and the Environment' including: microbiology, ecosystems and the nervous system.

Unit 4: 'Variation, Inheritance and Options' including: reproduction, inheritance and genetics.

Unit 5: Practical Examination

Unit 1: External Examination, 1 hour 30 minutes, 50% of AS grade (20% final A2 grade) Unit 2: External Examination, 1 hour 30 minutes, 50% of AS grade (20% final A2 grade)

Unit 3: External Examination, 2 hours, 25% final A2 grade

Unit 4: External Examination, 2 hours, 25% final A2 grade

Unit 5: Practical Examination, 10% final A2 grade

Career Opportunities and Progression

This course provides a sound basis for progression to the further study of biology and for courses and employment in the related fields of medicine, health, environment, sports science, forensics, agriculture and biotechnology, for example. Due to its breadth and variety, Biology AS/A level provides an interesting and relevant course that links well with a number of other courses.

Course Outline

This course is designed to allow learners to gain a nationally recognised career specific qualification to either progress on to further study at higher education or directly enter employment in the ICT sector. It is expected that you will complete the full two-years of this vocational course. All tasks are of a practical-based nature, with theory, research and reporting as essential criteria for achieving the qualification. Work carried out is of the same nature as the type used in real businesses. The qualification has been specifically designed to cater for the needs of learners and the local community, providing them with the skills necessary to enter employment.

Entry Requirements

Candidates are expected to have passed a qualification in GCSE ICT or BTEC Level 2 IT. Candidates with a good set of GCSE results in related subjects may also be considered. It is essential that students have a strong interest in this subject as prior knowledge and independent research is a key factor of this qualification.

What will I study?

The course consists of six units covered over two years:

Communication and Employability Skills for IT - This unit will help learners understand the attributes valued by employers and their ability to communicate effectively with both technical and non-technical personnel. It will help them develop personal abilities such as their planning and organisation skills, their ability to work within a team and communicate information to an audience. You will be required to follow a personal development plan, carry out a class presentation and produce evaluative reports.

Understanding Computer Systems - This unit will enable the learner to develop the skills and understanding required to customise, maintain and set up a computer system for commercial or personal use.

Project Planning with IT - The aim of this unit is to ensure learners understand the processes and tools used for project management and are able to plan a project, follow the plan and review the project management process.

Installing and Upgrading Software - The aim of this unit is to ensure that learners follow the necessary procedures to successfully install new software and update existing software when required.

Digital Graphics - This unit aims to enable learners to understand different types of digital graphics images and file formats and to be able to create, edit, modify and manipulate digital images of various types and complexity.

Multimedia Design - This unit enables learners to understand how multimedia is used in business and to be able to create multimedia products to meet business needs.

How will I be assessed? This qualification is 100% assessment-based. Therefore, the ability to manage your workload and meet deadlines is vitally important. At the end of each module of skills building you will be assessed and graded via submitted assessments and you will be awarded a Pass, Merit or Distinction grade for each. When all your units are completed, you will be awarded an overall Pass, Merit or Distinction BTEC Level 3 Subsidiary Diploma in IT, equivalent to an A Level grade E, C or A respectively. All units must be completed satisfactorily to achieve the qualification.

Career Opportunities and Progression This course allows you to gain practical skills in IT in preparation for employment or further study at degree level. This qualification attracts UCAS points in the same way as other A Levels. It allows for natural progression into Computer Science and multimedia degrees as well as direct access into positions such as a junior developer or graphic designer.

Course Outline

This WJEC AS/ A2 course was accredited by the Welsh Government for first teaching from September 2015. The course retains traditional business theory whilst at the same time keeping abreast of the latest developments in business practice and the business environment especially the impact of changes in technology on businesses (for example, the impact of the internet on the way that people shop) and the way that business practice has changed due to the increased importance of globalisation. Learners will be encouraged to look at business organisations from both the inside and the outside and to understand the importance of all stakeholders. Learners will analyse the factors that affect the success of businesses but also develop awareness of the wider implications of business activity on individuals, society and the environment. One of the great attractions of business as a subject is that it is concerned with the 'real world'. Level: 3 Syllabus: WJEC AS/ A2 Business Studies

Duration of Course: 1 / 2 Yrs

Course Venue: The John Frost School.

Entry Requirements

Students should have at least five GCSE passes, preferably with Maths and English, at grade C or above. Students which have achieved a Level 2 Business Studies or Finance qualification will also be considered.

What will I study?

Students will complete two units of study to achieve the AS equivalent: Unit 1 Business Opportunities – In this unit students will study and learn, □ Enterprise □ Business plans □ Markets □ Market research □ Business structure □ Business location □ Business finance □ Business revenue and costs. Unit 2 Business Functions – In this unit students will study and learn, □ Marketing □ Finance □ People in organisations (human resources) □ Operations management

How will I be assessed?

Paper 1 (75 minutes, 60 marks) Paper 1 combines short-answer questions with data response questions. The paper assesses the content in Unit 1 only. Paper 2 (120 minutes, 80 marks) Paper 2 includes a number of data response questions, some requiring extended responses, to assess all the AS content. All units will be graded as A* – E, U

Career Opportunities and Progression

The WJEC AS/ A2 Business Studies course provides an ideal foundation for students to progress to more advanced studies, apprenticeships and to the workplace.

Certificate in Financial Studies



The Certificate in Financial Studies (CeFS) has been designed to provide students with a challenging qualification covering the core disciplines of financial capability. Learners are encouraged to become responsible borrowers, sensible savers, and have an appreciation of the need for financial planning throughout their life. This will be achieved by teaching them to apply appropriate solutions from the varied choices available within the evolving and competitive financial services marketplace. Learners will develop an understanding of the wider financial services industry and explore the key developments affecting consumers in recent years.

Entry Requirements

Students should have at least five GCSE passes, preferably with Maths and English at grade C or above. Students which have successfully achieved grade C or above in GCSE or equivalent level Business Studies would also be suitable.

- appreciate the benefits that can be derived from financial services products, and how these can contribute to achieving their personal aspirations.
- develop an awareness of risk and reward, and the obligations associated with different financial solutions.
- understand the concept of 'money' in all its forms, and how the value is subject to time and circumstance.
- understand the scope of the financial services industry and how it impacts upon the individual.
- appreciate how different external factors impact upon the individual directly, and indirectly.
- compare and contrast a range of financial solutions and draw reasoned, informed and sound financial judgements in particular contexts.

Unit Title	Assessment Structure			Weighting
	Part A Paper based or the <i>ifs</i> e- test™ electronic testing system	Part B Paper based ONLY	Resits	
Unit 1 Financial Capability for the Immediate and Short Term (FCIS)	35 multiple choice examination (35 marks – 45 minute exam)	Written examination based on pre-released case study information requiring essay responses to 5 questions (60 marks – 105 minute exam). Spelling, punctuation and grammar to be assessed (5 marks)	Resit available free of charge for each part of each examination (A & B)	50%
Unit 2 Financial Capability for the Medium and Long Term (FCML)	Multiple choice examination (35 questions – 45 minute exam)	Written examination based on pre-released case study information (65 marks – 105 minute exam). Spelling, punctuation and grammar to be assessed (5/65 marks)	*Sittings must be requested by centres	50%

Career Opportunities & Progression

Level Three IFS Qualifications

University

Working Related Training

Employment in a Finance
Related Industry

Chemistry



Course Outline

The AS and course consists of 2 theoretical units whereas the A2 course consists of 2 theoretical units and a practical assessment. The year 12 course will lead to an AS in Chemistry. The year 13 course will lead to an A level in Chemistry.

AS Chemistry:

This course provides a sound basis for progression to the further study of chemistry and for courses and employment in the related fields of medicine, health, environment, engineering, forensics, and biochemistry, for example. Due to its breadth and variety, Chemistry AS/A level provides an interesting and relevant course that links well with a number of other courses. It also develops key skills needed to access many higher education courses.

Career Opportunities and Progression

A Level Chemistry, often in conjunction with other science-based subjects, can lead to the following types of degree course: Biomedical Sciences, Biochemistry, Chemical Engineering, Dentistry, Dietetics, Earth Sciences, Environmental Science, Geology, Medical Science, Medicine, Optometry, Pharmacy, Physiotherapy, Sports Science, Veterinary Science.

Entry Requirements

A grade B or higher in GCSE Double Award Science, or GCSE Chemistry is preferable to ensure success at A Level Chemistry.

What will I Study?

AS: Unit 1: 'The Language of Chemistry, structure of matter and simple reactions' including: chemical calculations, bonding and the periodic table. Unit 2: 'Energy, rate and chemistry of carbon compounds' including: thermochemistry, rates of reaction, carbon chemistry and instrumental analysis.

A2: Unit 3: 'Physical and inorganic chemistry' including: redox reaction, chemistry of the p-block and d-block and chemical kinetics. Unit 4: 'Organic Chemistry and analysis' including: stereoisomerism, aromaticity, chemical groups and organic synthesis and analysis. Unit 5: Practical Examination which consists of an experimental task and a practical methods and analysis task.

Drama & Theatre Studies



Course Overview

AS			
Area	Unit	Assessment	Requirements
Theatre Workshop	1	Internally assessed, externally moderated 24% of qualification	Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece needs to be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Learners must produce: <ul style="list-style-type: none">• a realisation of the performance or design• a creative log• an evaluation.
Examination	2	Written examination: 1 hour 30 minutes 16% of qualification	In Unit 2, learners are given the opportunity to demonstrate their knowledge, understanding and skills in interpreting a text for performance in a written examination. Learners must also evaluate live theatre. Learners are encouraged to approach this unit practically as an actor, designer and director.
A2			
Area	Unit	Assessment	Requirements
Text in Action	3	Non-exam assessment: externally assessed by a visiting examiner 36% of qualification	This unit requires learners to engage with a stimulus supplied by WJEC to create two pieces of live theatre: one devised piece using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company and one extract from a text in a different style to the devised piece. Learners must produce a process and evaluation report within one week of completion of the practical work.
Text in Performance	4	Written examination: 2 hours 30 minutes 24% of qualification	Open book: Clean copies (no annotation) of the two complete texts chosen must be taken into the examination. Two questions, based on two different texts from a list set by the WJEC

Entry Requirements

Students should have achieved at least five GCSE's with grade C or above and it would be advantageous to have studied GCSE Drama or an equivalent qualification. Due to the nature of extended writing it would also be advisable for students to have achieved a grade B or above in English.

Career Opportunities and Progression

A Level Drama and Theatre Studies is an incredibly diverse course, encompassing a variety of practical and academic approaches to the study of theatre. It is a fantastic qualification, which has many advantages for college, university and employment. The skills students will develop will make them desirable for a wide range of employers who want people who can think for themselves, who can work in a team, who can listen to others, who know how to negotiate and who know how to create an outcome. A Level Drama and Theatre Studies will prepare students with the essential communication, social interaction and presentation skills required in any chosen career pathway.

English Language & Literature



The aim of the A level in English language and literature encourages you to develop your interest and enjoyment of English as you:

- develop and apply your knowledge of literary analysis and evaluation
- develop and apply your understanding of the concepts and methods appropriate for the analysis and study of language
- use linguistic and literary approaches in your reading and interpretation of texts, showing how the two disciplines can relate to each other
- engage creatively and critically with a wide range of texts
- explore the ways in which texts relate to each other and the contexts in which they are produced and received
- undertake independent and sustained studies to develop your skills as producers and interpreters of language.

Course Outline in Year 12

Unit 1 Exam: Comparative Analysis and Creative Writing

- Section A: Comparative analysis of poetry and unseen text in which one question requires a comparative analysis of one poem from the WJEC English Language and Literature anthology and an unseen text from a choice of two, one of which will be a spoken text.
- Section B: Creative writing and commentary in which one question presented in three parts comprising two writing tasks, one of which will require a text written to be spoken, and a commentary.

Unit 2 Exam: Drama and Non-literary Text Study (open book exam)

- Section A: Post-1900 drama in which one two-part question based on the reading of the play *Kindertransport* by Diane Samuels
- Section B: Non-literary text study in which one essay question based on the reading of *In Cold Blood* by Truman Capote.

The course is designed to promote the integrated study of English language and English literature skills and is accepted by all universities, enabling you to study either a language or a literature degree if you so wish (most of the TJFS English department have completed this course). It is also an excellent foundation for those students aiming to study other more written subjects, such as history, law, politics, religious studies, psychology, sociology etc. Many students aiming for science careers also have studied English at AS level to demonstrate their ability to read a range of written material, as is expected when studying sciences at degree level, and to also show their ability to analyse, evaluate and communicate effectively.

Geography is a broad-based academic subject which will open up options for you in your future. Employers and universities see Geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A Level. If you choose to take Geography on to university, there are literally hundreds of courses to choose from and the range of career areas accessed by graduates of Geography will probably surprise you. Your AS and A Level Geography course will cover both the physical and human environments and the complex interaction of processes that shape our world. It will also, importantly, show the applied side of the subject – how human intervention affects the environment and how people adapt and mitigate the effects of processes on their environment.

Entry Requirements

It is reasonable to assume that many learners will have achieved at least five qualifications equivalent to Level 2 at KS4. Skills in Numeracy/Mathematics, Literacy/English, Science and Information Communication Technology will provide a good basis for progression to this KS5 course.

What will I study?

The AS course will comprise of two units of study. These being: AS Unit 1: Changing Landscapes and AS Unit 2: Changing Places. Unit 1, will encompass two sections. The A Level course will comprise of two units of study. These being: A2 Unit 3: Global Systems and Global Governance and A2 Unit 4: Contemporary Themes in Geography. Unit 3, will encompass three sections.

How will I be assessed?

At AS level, there are two external examinations sat in the summer. At A2 level there are two external exams sat in the summer, and one piece of internally assessed coursework.

Career Opportunities and Progression

Many people go onto jobs in these fields: Surveyor, Quantity Surveyor, Ecologist, Marine Biologist, Climate Scientist, Geographical Information Systems, Law, Town Planner, Environmental Consultant, Cartographer, Landscape Architect, Politics, Teacher and Archaeologist. Some students have found success in other areas, such as James Cracknell, athlete and sustainability ambassador for the Olympics and Paralympics 2012, and of course Prince William who studied Geography at the University of St Andrew's and was a RAF helicopter pilot.

Course Outline

AS: In Year 12 students will study aspects of the History of Europe, c. 1878–1989 including Italy, Germany, Russia and International Relations as well as studying Britain between 1900–1918.

A2: In Year 13 students will study the Stuart period of British History and build on their Year 12 study of Britain by looking at Britain between 1918 and 1939.

Entry Requirements

Students would normally be expected to have five good GCSE passes, including History. However, with good grades in other subjects, especially English, students will be accepted onto the course without a History GCSE.

What will I study?

Over the 2 years of the course, students will study 5 units of work based on modern European and British early modern and modern history. Please see the History teachers for more details.

How will I be assessed?

At AS level, there are two external examinations sat in the summer. At A2 level there are two external exams sat in the summer, and one piece of internally assessed coursework.

Career Opportunities

Successful A level History students have proved that they can:

- read in depth
- understand several different points of view
- research
- offer several solutions to a problem
- work at length under their own initiative
- produce critical and balanced arguments
- learn from experience
- analyse and evaluate
- communicate effectively.

The following careers all need these skills: Management • Law (solicitor, barrister, judge) • Broadcasting (radio & TV) • Journalism • Finance • Computing • Personnel • Health and social work • Literary & creative work (writing, drama)

There also seem to be many history students who go on to find success in entertainment and the arts, e.g. Ben Elton, Richard Curtis and Ali G!

Course Outline

'A' level Mathematics is divided into three main areas: Pure Mathematics; Mechanics and Statistics. Pure Mathematics develops skills in analysing and solving unstructured problems. Mechanics includes the study of static and dynamic forces. Statistics includes the interpretation of data and probability theory.

Entry Requirements

A pupil should have already achieved a grade A or above in GCSE Mathematics as well as the required number of GCSE passes to enter an 'A' level course. Mathematics is, inherently, a sequential subject. There is a progression of material through all levels at which the subject is studied. Therefore, the better the GCSE pass, the easier a pupil will find it to make the move to 'A' level.

What will I study?

All pupils will study Pure Mathematics –modules A and B will be studied in Years 12 and 13 respectively.

All pupils will study Pure Mathematics –modules A and B will be studied in Years 12 and 13 respectively.

How will I be assessed?

All modules are assessed by means of a written paper of varying duration (specified in brackets). An AS consists of 2 modules: Pure Mathematics Module A–examined June Year 12(2 hours 30 minutes) Applied Mathematics Module A–examined June Year 12(1 hour 45 minutes)

A full 'A' level consists of 4modules. Pupils should complete two modules in Year 12 (as above) followed by: Pure Mathematics Module B–examined June Year 13 (2 hours 30 minutes) Applied Mathematics Module B–examined June Year 13 (1 hour 45 minutes)

Career Opportunities & Progression

'A' level Mathematics is an ideal qualification for progression to further studies in a wide range of degree courses across all disciplines. It is perceived as a valuable qualification that can create opportunities in most career sectors from Engineering to Law.

AS			
Area	Unit	Assessment	Requirements
Performing	1	External visiting examiner	A solo and/or ensemble performance lasting between 6 and 8 minutes.
Composing	2	Externally examined	Two compositions, one based on the Western Classical Tradition and one free composition, lasting between 3 and 6 minutes in total.
Appraising	3	External examination	A 1 hour 30 minutes listening examination based two areas of study: Area of study A: The Western Classical Tradition (Part 1) A choice of one area of study from: Area of study B: Rock and Pop 1965-1990 Area of study C: Musical Theatre, Porter, Rodgers, Schönberg and Lloyd Webber Area of study D: Jazz 1940-1965.
A2			
Area	Unit	Assessment	Requirements
Performing	4	External visiting examiner	Option A: Total duration of performances: 10-12 minutes 22% of qualification Option B: Total duration of performances: 6-8 minutes 14% of qualification
Composing	5	External	Option A: Total duration of compositions: 5-9 minutes 22% of qualification Option B: Total duration of compositions: 3-6 minutes 14% of qualification
Appraising	6	External examination	A 2 hour 15 minute listening examination based on two areas of study: Area of Study A: The Western Classical Tradition (Part 2) Area of Study B: Music of the Twentieth and Twenty First Centuries.

Entry Requirements

Students should have achieved at least five GCSE's with grade C or above and it would be advantageous to have studied GCSE Music or an equivalent qualification. Due to the nature of extended writing it would also be advisable for students to have achieved a grade C or above in English. It will be a huge benefit to students to commit to extracurricular activities as this will enhance their performing and listening skills.

What will I study?

AS –students will develop their performing skills and practise techniques, their composing skills, and study two Areas of Study including one Set Work. A2–students will continue to develop their performing skills and practise techniques, their composing skills, and study two Areas of Study including a Set Work.

How will I be assessed?

Performing –your performance will be assessed by an external visiting examiner.

Composing –your composition will be assessed by an external examiner.

Appraising –you will sit an examination in May/June which will be marked externally.

Career Opportunities & Progression

Musical career opportunities include performer, composer, media musician (selecting or arranging music for use in television programmes, films etc.), studio musician (sound engineer, recording engineer), arts or concert administrator, teacher (primary, secondary or higher education), music/orchestral librarian, music researcher, music therapist. Music is highly valuable and compliments many other careers as well, including medicine, law, engineering and politics.

Course Outline

These qualifications are targeted at learners who would like to gain employment in the public services sector. They are suitable for learners who would like to enter employment in an operational role e.g. police force, fire service or in an office-based role supporting public services. The qualifications give learners the skills they need to understand the public services sector. These qualifications can also contribute towards applications for Higher Education where learners can pursue public services or specialist public service qualifications. The following level of qualification are available for study: Level 3 Extended Certificate (equivalent to 1 AS level).

Entry Requirements

Students should have achieved five GCSE passes at Grade C or above.

What will I study?

A variety of units will be studied including:

- 1.Behaviour and Discipline in the Uniformed Protective Services
- 2.Teamwork, Leadership and Communication in the Uniformed Protective Services
- 3.Skills for Outdoor Activities and the Uniformed Protective Services
- 4.Police Powers and the law

How will I be assessed?

There are no external examinations for this course. Feedback on your progress will take place at the end of each assignment however the final assessment of each unit will take place towards the end of the course. Work will be internally assessed and may be externally moderated.

Career Opportunities & Progression

The BTEC Level 3 Certificate, in Uniformed Protective Services qualify for UCAS points so if you complete this successfully you could move on to study for a degree or a BTEC Higher National Diploma in Uniformed Protective Services.

As the Public Services sector is one of the main employers in this country, opportunities exist in a wide range of services based on the skills gained through the course.

Course Outline

We follow the WJEC Religious Studies course. We study two modules at AS. These are:

1. Buddhism
2. Ethics and Philosophy

If you like debates and have an enquiring mind, then Religious Studies may be the subject for you. It provides you with a qualification that shows you are open-minded, logical and value different points of view.

Entry Requirements

We are looking for five GCSEs at Grade C or above. These should include English. These requirements can be negotiated.

What will I study?

The 2 modules at AS are:

1. Buddhism – a religion without God? Most Buddhists do not have a belief in God and yet it is a religion, this makes it an interesting religion to study. Buddhism is a spiritual tradition that focuses on personal spiritual development and the attainment of a deep insight into the true nature of life. Students will learn the fundamentals of Buddhist thought and practice.

2. Ethics and Philosophy Ethics is also known as moral philosophy; it is about what we consider to be right and wrong and how we make decisions about moral issues. In the course we consider moral dilemmas and discuss and debate the various alternatives.

In AS we cover: a) Major ethical theories such as Natural Law, Utilitarianism, Situation ethics, Ethical Egoism and Aristotle's Virtue Ethics. b) We will consider the views of some of the most famous philosophers, Aristotle, Jeremy Bentham and Thomas Aquinas, to name but a few.

The 3 modules at A2 are: 1. Buddhism: Social developments in religious thought Religious practices that shape religious identity 2. Ethics: Ethical thought – Natural Law Determinism and Free Will Meta ethics 3. Philosophy: Arguments against the existence of God Religious Experience Philosophy of language This course is ideal for those who have an inquiring mind and who want to debate ethical issues and ideas. It develops higher order thinking skills and debating techniques as well as critical thinking.

How will I be assessed?

There are two examinations at AS. This accounts for 40% of the final A Level grade. There are three examinations at A2. All AS modules can be taken more than once.

Career Opportunities & Progression

All universities accept Religious Studies as a valid qualification; it is respected as a rigorous academic qualification which is why it is on the list of approved subjects for Cambridge University. It is a complimentary subject for many other academic A levels such as English, History, Sociology, Psychology, Media Studies. Religious Studies is a traditional academic subject like English Literature or Language, History or Geography. Such subjects are valued by employers in a range of careers, including business and management, finance, teaching, the media, social services, law, publishing, advertising, politics or the Civil Service. Additionally, as the course includes discussion on ethical and religious issues it lends itself to careers such as social work, law, teaching, the army and medicine.



Thank you for taking the time to read our prospectus.
We look forward to welcoming you at
The John Frost School.

