

# The John Frost School

## Sixth Form Prospectus/Prospectws Y Chweched Dosbarth



**2025-26**

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**Welcome to the  
Sixth Form Collaboration**



## Sixth Form



I am delighted that you are considering the Sixth Form as the next stage of your educational journey/pathway.

We have high expectations for our Sixth Form students and focus on supporting students to achieve exceptional results and fulfil their career aspirations, as well as enjoy their time in the Sixth Form. Please read through our prospectus and talk to our staff for any further information you may need.

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 our last Estyn school inspection.

Best wishes

Mr Mark Tucker  
Headteacher

# The John Frost School Charter

- ❖ TO INSTIL RESPECT AND TOLERANCE TOWARDS OTHERS
- ❖ TO PROVIDE A SAFE, CARING AND HEALTHY ENVIRONMENT
- ❖ TO FOSTER PRIDE IN OURSELVES, OUR SCHOOL, OUR COMMUNITIES AND OUR CITY
- ❖ TO PROMOTE AN INCLUSIVE, NURTURING SCHOOL WHERE WE ALL WORK TOGETHER TO ACHIEVE SUCCESS
- ❖ TO ENABLE ALL STUDENTS TO REALISE THEIR POTENTIAL
- ❖ TO ENCOURAGE A LIFELONG LOVE OF LEARNING TO ENSURE STUDENTS ARE:

**Ambitious and capable**  
**Enterprising and creative**  
**Ethical and informed**  
**Healthy and confident**

## School Information

Headteacher Mr Mark Tucker

Chair of Governors Mrs Sue O'Brian

Head of Sixth Form Mr Craig Shinton

Deputy Head of Sixth Form Mr John Underwood

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# What are my options after completing GCSEs?

## 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 a most 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>

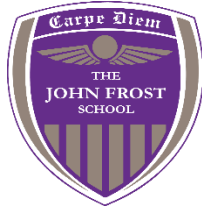
<https://www.informedchoices.ac.uk/>

If you should require any further, specific advice on future pathways, please contact our **Careers Wales Advisor**: [dave.phillips@careerswales.gov.wales](mailto: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 consultation process will begin in February whereby we plan to meet with students to support their A Level choices. We will be in touch in the near future with more details.

## Newport West 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 offers the opportunity to study a wide range of subjects at A Level and Level 3 tailored to 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.

## What do we expect of a 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 our Sixth Form uniform with pride

### SIXTH FORM COMMON ROOM

Our Sixth Form Common Room offers students a designated area to study and relax. It offers comfortable group work areas and a designated bank of computers.



## PATHWAYS

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

### Bassaleg School



[Bassaleg Sixth Form](#)

### St Joseph's RC High School



St. Joseph's RC High School  
Ysgol Uwchradd Gatholig Josef Sant

[St Joseph's RC High School - Yr11 to Yr12 Pathway](#)

### Newport High School



[Year 11 Transition into Year 12 - Newport High School](#)

# Art and Design

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 student. 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. Students 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 consist 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.

## BTEC IT

### Course Outline

The new Pearson Alternative Academic Qualification (AAQ) is designed to reflect the demands of a truly modern and evolving digital environment with qualifications that enable students to apply themselves and acquire the skills to succeed in their chosen pathway. The Pearson Level 3 AAQ BTEC National in Information Technology (Extended Certificate) allows students to study the fundamental knowledge of Information Technology, covering the role and implications of using Information Technology systems and cyber-security threats and how to manage attacks. Students will also develop important skills for creating websites to meet a specific purpose and to manage data through the development of a relational database solution.

There are two externally examined units and two internally assessed units where students will engage in practical tasks to develop their Information Technology skills and knowledge. The qualification is designed to be taken alongside A Levels as part of a study programme and can link to learning in A Level Mathematics and A Level Business Studies. It is intended for students that wish to progress into higher education as a pathway to employment.

The ability to manage workload and meet deadlines is vitally important, as students will be assessed and graded via submitted coursework and external assessments. Lessons will be taught in a new IT lab, with excellent facilities.

### Entry Requirements

Candidates are expected to have passed a qualification at grade C or above, in GCSE ICT, Digital Technology or BTEC Level 2 IT (or equivalent). 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 four mandatory units covered over two years:

Unit number	Unit title	GLH	Type	How assessed
1	Information Technology Systems	120	Mandatory	External
2	Cyber Security and Incident Management	120	Mandatory	External
3	Website Development	60	Mandatory	Internal
4	Relational Database Development	60	Mandatory	Internal

66% of the total GLH (Guided Learning Hours) is made up of external assessment (exams).

### How will I be assessed?

Qualifications are graded using a scale of Pass, Merit or Distinction/\* (A Level equivalence). Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). *The grade of Near Pass is used for externally assessed units only.* UCAS Tariff Points for this qualification match the equivalent A Level grades e.g. Distinction\* = 56 points, Distinction = 48 points, Merit = 32 points and Pass = 16 points.

### Career Opportunities and Progression

This qualification gives students the opportunity to progress to a degree in an IT discipline and can support entry into further education courses such as, but not limited to: Cyber Security, Business Studies, Information Systems, Software Development and other programmes of study incorporating IT.

BTEC Nationals provide an environment in which students can develop the knowledge and skills required for particular degree courses, including: embedding transferable skills, reading technical texts, effective writing, analytical skills, creative development and preparation for assessment methods used in degrees.

# Business Studies

### 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. Students will be encouraged to look at business organisations from both the inside and the outside and to understand the importance of all stakeholders. Students 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:** WJECAS/ A2 Business Studies

**Duration of Course:** 1 / 2 years

**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 who 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:** students will study and learn, ♦Enterprise ♦Business plans ♦Markets ♦Market research ♦Business structure ♦Business location ♦Business finance ♦Business revenue/costs.

**Unit 2 Business Functions:** students will study and learn, ♦Marketing ♦Finance ♦People in organisations (human resources) ♦Operations management.

**Unit 3 Business and Analysis Strategy:** ♦Data analysis ♦Market analysis ♦Sales forecasting ♦Analysing financial performance ♦Analysing non-financial performance ♦Aims and objectives ♦Strategy and implementation ♦Decision-making models ♦Investment appraisal ♦Special orders

**Unit 4 Business in a Changing World:** ♦Change ♦Risk management ♦PEST factors ♦Ethical, legal and environmental factors ♦International trade ♦Globalisation ♦The European Union

### 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.

# Chemistry

### Course Outline

The AS 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

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"> <li>• a realisation of the performance or design</li> <li>• a creative log</li> <li>• an evaluation.</li> </ul>
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 be desirable for a wide range of employers who want people who can think for themselves, work in a team, can listen to others, know how to negotiate and 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 and 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 *A Streetcar Named Desire* by Tennessee Williams.

**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.

# Certificate in Financial Studies

## Important Information

As you will be aware, the London Institute of Banking and Finance (LIBF) has stopped supporting its Level 3 Certificate in Financial Studies (CeFS) and Diploma in Financial Studies (DipFS) finance courses within schools. At the time of writing, we are still awaiting formal confirmation of the key details of the new course and course provider. However, we do not expect a great deal of change to the curriculum from the new course provider and are therefore confident to give generalities about what students will study and learn. **Please note this course is currently progressing through the development and regulatory processes, and formal release of the course is still to be determined and confirmed.**

The Certificate in Financial Studies (CeFS) has been designed to provide students with a challenging qualification covering the core disciplines of financial capability. Students 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. Students will develop an understanding of the wider financial services industry and explore the key developments affecting consumers in recent years.

## What will I study?

On completion of this qualification students will be able to: 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.

## How will I be assessed?

The two units of the Certificate in Financial Studies (CeFS) have identical assessment structures, as described below.

Unit Title	Assessment Structure			Weighting
	Part A Paper based or the <i>ifs e-test</i> <sup>TM</sup> electronic testing system	Part B Paper based <b>ONLY</b>	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) *Sittings must be requested by centres	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)		50%

### Requirements

Students should have at least 5 GCSE passes, preferably with Maths and English at grade C or above. Students who have successfully achieved grade C or above in GCSE or equivalent level Business Studies would also be suitable.

### Career Opportunities and Progression

- ♦ Level 3 Finance Qualifications
- ♦ University
- ♦ Working Related Training
- ♦ Employment in a Finance Related Industry

# History

### 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!

# Mathematics

### 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 student 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 and there is a progression of material through all levels at which the subject is studied. Therefore, the better the GCSE pass, the easier a student will find it to make the move to A Level.

### What will I study?

All students will study Pure Mathematics – modules A and B will be studied in Years 12 and 13 respectively. All students will also study Applied Mathematics (Mechanics and Statistics) – modules A and B will again be studied in Years 12 and 13 respectively.

### How will I be assessed?

The AS Level qualification comprises 2 modules, both sat at the end of Year 12: Pure Mathematics Module A (of duration 2 hours 30 minutes) and Applied Mathematics Module A (1 hour 45 minutes).

The full A Level consists of 4 modules. Students complete the two above-mentioned modules in Year 12 then sit two further units at the end of Year 13. Pure Mathematics Module B (2 hours 30 minutes) and Applied Mathematics Module B (1 hour 45 minutes). All assessments are via written examination.

### Career Opportunities and 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.

# Further Mathematics

### Course Outline

A' Level Further 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** focusses on the interpretation of data and probability theory.

### Entry Requirements

A student should have already achieved a grade A\* in GCSE Mathematics, as well as the required number of GCSE passes to enter an A' Level course. Students must undertake (and achieve a strong pass in) the entire standard A' Level Mathematics course in Year 12 before moving on to the Further Mathematics modules in Year 13.

### What will I study?

Please see the section on A' Level Mathematics for details of the work that will be studied in Year 12. In Year 13, students are required to undertake 5 further units of study. Four of these are compulsory, namely Further Pure Mathematics A, Further Statistics A, Further Mechanics A and Further Pure Mathematics B. The fifth module can be either Further Statistics B or Further Mechanics B.

### How will I be assessed?

All modules are assessed by means of a written examination paper of varying duration.

Students sit all 4 A' Level Mathematics modules in June of Year 12 (see separate Mathematics section).

To obtain a Further Mathematics qualification, the following are required and will be sat in summer of Year 13:

The AS requires 3 modules: Further Pure Mathematics A (exam is 1 hour 30 minutes)

Further Statistics A (exam is 1 hour 30 minutes)

Further Mechanics A (exam is 1 hour 30 minutes)

The full A' Level requires 5 modules. Students should complete the AS modules above followed by:

Further Pure Mathematics B (exam 2 hours 30 minutes)

Either

Further Statistics B or Further Mechanics B (1 hour 45 minutes)

### Career Opportunities & Progression

Further Mathematics is an ideal qualification for progression to further studies in a range of degree courses across all disciplines, though most beneficial to students wishing to pursue a mathematically leaning subject. It is perceived as a valuable qualification and demonstrates an advanced level of subject knowledge that gives students a head start with some of the more complex mathematics required by various science based degrees.

# Medical Science

## Course Outline

The course consists of two theoretical units and 4 NEA units. At the end of Year 12, you will sit on of the written examinations and at the end of Year 13 you will sit the second written examination.

## Entry Requirements

A 'CC' grade in GCSE Double Award Science, or 'CC' in GCSE Double Applied Science is preferable to ensure success in Medical Science.

## What will I study?

- Unit 1: Human health and disease (theoretical unit)
- Unit 2: Physiological measurement techniques. Students will look at the principles, significance and limitations of physiological measurement testing.
- Unit 3: Medical Science research methods. Students develop knowledge and understanding of planning, conducting and reporting of research in medical sciences using a range of methodologies and techniques.
- Unit 4: Medicines and treatment of disease. Students develop knowledge and understanding about the science of medicines, and how they work through their interactions with body systems. It also introduces cancer, its relationship to genetics, and the range of therapeutic treatments available.
- Unit 5: Clinical laboratory techniques. Students develop knowledge and understanding about the clinical laboratory techniques that can be used to assess body functions.
- Unit 6: Medical case study.

## How will I be assessed?

Level 3 Alternative Academic Qualification (Applied Qualification in **Medical Science** (Extended Certificate))

Unit	Type of assessment	Worth towards final qualification
1	Written examination 2 hours	25%
2	NEA	12.5%
3	NEA	12.5%
4	NEA	20%
5	NEA	15%
6	Written examination 2 hours	15%

## Career Opportunities and Progression

This qualification equips you with scientific knowledge and understanding, as well as practical skills that would support progression to a range of job roles within health care. Job roles such as those within the areas of life sciences, i.e. carrying out a range of laboratory and scientific tests to support the diagnosis and treatment of disease, this could include microscopic examination of tissue samples, analysis of blood cells to investigate anaemia or analysis of samples to identify the cause of an infection.

A significant proportion of career opportunities in this sector are at degree level. When supported by other appropriate qualifications, the Level 3 Applied Certificate/Diploma in Medical Science will enable progression to higher education to a range of Applied Science programmes, such as biomedical science, life sciences, and physiology.

# Music

A5			
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 and 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.

# Religious Studies

### 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 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.

# Sports Coaching and Development

## Course Outline

The Pearson BTEC Level 3 National Extended Certificate in Sports Coaching is intended for post-16 students who have a keen interest in Sports Coaching, Teaching, or working within the Sport Industry. The qualification is equivalent to one A-Level and is suitable for those wishing to progress to university. Students who opt for this course have the added advantage of obtaining industry recognised coaching qualifications as well as work-experience.

## Entry Requirements

Students will need to have achieved at least five GCSE's or qualifications equivalent to Level 2. The course is assignment based, therefore skills in Literacy/English, and ICT will provide a good basis for progression to this KS5 course. Students who have a keen interest in Sport would flourish on this pathway.

## What will I study?

Over the duration of the course, students will complete three units of study.

**Unit A:** Careers in the Sports and Active Leisure Industry - The sport and active leisure industry is constantly changing and growing, and it offers many opportunities for employment. To have a successful career in the industry, it is important that you understand the behaviours, values, skills and techniques needed. This unit will give students the skills and knowledge they need to apply for a career in the industry.

**Unit B:** Health, Wellbeing and Sport - students will look at the important elements of health and wellbeing, and how they influence sport and active leisure. They will understand why the government and the national governing bodies of sport are prioritising the area of health and wellbeing of the sport and active leisure industry. Students will investigate how factors affecting health and wellbeing impact on physical activity and sport participants.

**Unit C1:** Developing Coaching Skills - Student's will develop an understanding of coaching requirements and put assistant coaching skills into practice. They will explore the skills, roles and responsibilities of an assistant coach and how industry legislation and guidelines relate to assistant coaching practice. Student's will plan and prepare a coaching session's, which they will deliver under the supervision of a qualified coach.

## How will I be assessed?

This qualification will be assessed through teacher-led assignments. Each assignment will be graded using a scale of Pass, Merit or Distinction/\*. Assignments are internally assessed and may be externally moderated. All units must be passed to achieve the qualification.

## Career Opportunities and Progression

Due to the format of our course, the external partners we can collaborate with, and the work experience offered, it is possible for students to obtain employment within the Sport Industry, Children's Play or Learning and Development. This course allows students to develop skills that are desirable for employers and universities, such as, leadership, time-management, creativity, problem solving and independence. The qualification is an excellent platform for a university degree. It attracts UCAS Tariff points and is recognised by universities, allowing students to progress to higher-education degree programmes, such as a BA (Hons) in Sports Coaching and Development and a BA (Hons) in Sport and Physical Education.

# Uniformed Protective Services

### Course Outline

These qualifications are targeted at students who would like to gain employment in the public services sector. They are suitable for students 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 students the skills they need to understand the public services sector. These qualifications can also contribute towards applications for Higher Education where students 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 and 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.

# Welsh Baccalaureate

### Course Outline

The Advanced Skills Baccalaureate Wales (AdvSBW) qualification is an exciting new A Level qualification that supports students to become effective, responsible and active citizens, equipping them with the skills for future study or to enter the job market.

The qualification has primarily been designed for students aged 16-19, and can be taken alongside other Level 3 qualifications, including A Levels.

### What Will I Study?

Our two-year course is made up of 3 projects: Global Community Project, Future Destination Project, and Individual Project. You will develop and apply the 4 Integral skills and have opportunities to develop the 3 Embedded skills. Students will take part in a variety of exciting activities and contexts which will be based on the United Nations sustainable development agenda and Wales's Well-being Goals as defined by the Well-being of Future Generations Act (Wales).

### What Skills Will I Develop?

You will develop a range of skills which are attractive to employers, colleges and universities including:

**Integral Skills:** Planning and Organisation; Critical Thinking and Problem-Solving Creativity and Innovation; Personal Effectiveness

**Embedded skills:** Literacy, Numeracy, Digital Competence

### How Will I Be Assessed?

**Global Community Project (25%)** You will select a global issue to investigate, share your knowledge with others and take part in a community action.

**Future Destination Project (25%)** You will gain an understanding of yourself, explore future employment and wellbeing goals, and plan how you can achieve this.

**Individual Project (50%)** You will plan, manage, and research a topic linked to your future education or career aspirations, and create a written dissertation or an artefact.

### Careers With AdvSBW

This qualification allows you to develop important skills that you can take forward whether you are moving on to university, training or employment. Developing these skills will help you become an effective, responsible and active citizen and can have a profound effect on your future success and wellbeing.

### Key Information

Over 80% of students in Year 13 during the academic year 2023-2024 used the Baccalaureate A Level as their highest grade for University.

### Feedback from our Sixth Form students

When I moved to the UK and first joined the school, I was still timid when it came to my language and speech. However, over time and with the help of the school's massive support when it came to reading and AR, I have developed the confidence to speak in front of others. Sixth Form has changed my perspective on learning. I have been able to learn how to work individually and the importance of punctuality. I have been able to work with staff across the school to improve my skills and confidence. Every time I felt like I just needed some time alone or I wanted to study someplace quieter I could always count on Mrs Taylor-Williams, Ms Evans and Mrs Hawke-Williams for help. They have offered me guidance and advice which has benefited me academically and has supported me daily. I am thankful for all the kindness they have shown me. I feel confident that by the end of the school year I will be able to achieve my goals. My experience at The John Frost School was joyful and unforgettable. I am thankful to all the staff that have supported and guided me through my school journey. The John Frost School is a caring community that cares how students and the future of education.

**Bianca G**

The John Frost School fosters a vibrant learning environment for its students like me, and I feel that the staff are dedicated with a passion for teaching. The school emphasises academic excellence whilst also promoting personal growth and development, ensuring that every student can reach their maximum potential and excel in their studies. The school offers a range of extracurricular activities such as sport, music, and art to provide students with opportunities to explore their interests and assist in the development of new skills. I personally feel that The John Frost School implements a strong and supportive community which encourages inclusivity, integrity, and respect such that my experience here has allowed me to thrive in all aspects; academically and has allowed me to attain skills that will help me towards my future.

**Sabrina J**

I had an amazing experience at our school. Throughout my journey here, I have met many dedicated and caring teachers who all foster a safe and engaging learning environment. I have seen many facilities across the school that have helped make the journey easier and less stressful. Since I joined the school, they have been making the students feel heard by making our school the best place for us to learn. The school also offers a wide variety of engaging extracurricular activities that cater to every type of student, from sports clubs to music clubs. It was down to the level of support from the amazing staff here, the access to all the facilities I would need to push me further in life, and the involvement of the students in the school's growth that ultimately made me decide to stay for Sixth Form here.

**Riley G**

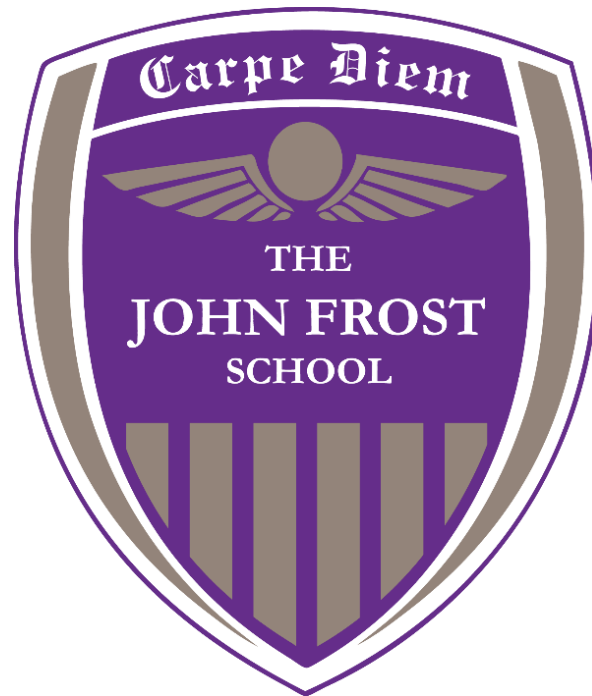
# Feedback from our Sixth Form students

Choosing Sixth Form at The John Frost School is one of the best decisions I have made. Following my GCSEs, I knew I wanted to stay on to study at this school and couldn't imagine it anywhere else. The sense of community is irreplaceable - everyone is willing to help each other out. As well as this, the supportive teaching staff are beyond compare; they are consistent in pushing you to meet your goals and offering support to ensure you get there. Additionally, having a form tutor is such an advantage as you can get tailored support every day, and this doesn't just have to be academic. The jump from GCSE to A Level is difficult enough, and can be quite isolating, but I always knew that help was available, should I need it. Sixth Form can be challenging sometimes, but it is surely one of the most memorable times of your life. Our school also provides many links to extra- and super-curricular courses and activities, something which is crucial especially when the time comes to consider higher education. As a Medicine applicant, the school has provided links for work experience, university access courses, summer schools, as well as fundraising, volunteering, and work with the Medic Mentor institution. The Sixth Form also works closely with Wellington College, which provides in-depth support for university interviews. Furthermore, the student voice in this Sixth Form is highly efficient and plays an active role in many of the decisions about school life and extra-curricular activities. I am privileged to say that I have been given the position of Head Girl for 2024/25, and through my own experience so far, I really enjoy being able to bring together all of the ideas of our vibrant school community into an amalgamation of all of the individuals who are a part of it.

**Sumaiya - Head Girl**

When choosing your pathway into the future you are asked time and time again to make lots of decisions. Arguably, some of these you are asked to make too early. But for me, there was never any doubt that The John Frost Sixth Form was the place for me to be. I have never once doubted the decision that I made by continuing my education at The John Frost. The support provided to me from day one of Sixth Form has been incredible. I found (like many others) that the jump from GCSE to A Level was tough, but rewarding. As an A Level student you are required to work hard and apply yourself fully to your subjects. But with dedication and resilience, your time in Sixth Form will provide you with vital skills and knowledge for life (not just A Levels). The teaching staff of the Sixth Form work tirelessly. As I mentioned before, the jump from GCSE to Sixth Form can be daunting and very tough at times, but the team of form tutors have seen students move through the Sixth Form many times; they know exactly what to do and help you, whatever the issue may be. With the incredible teaching quality available to you, the facilities that are provided, and the support from the fantastic form tutors, you are bound to thrive at the John Frost School Sixth Form.

**Ralph - Head Boy**



**We look forward to welcoming you to  
Sixth Form at  
The John Frost School**