

ST. BERNARD'S



**SIXTH FORM
COURSES
2012**

January 2012

Dear Student

I am very pleased to write a few words of introduction to St Bernard's and to our Sixth Form in particular. In our Ofsted Inspection, in September 2011, all aspects of our Sixth Form provision was judged outstanding. Full copies of the Ofsted report are available on the school website.

Many of you coming into the Sixth Form will have already spent five years at St Bernard's and I hope that they have been happy and successful years. To you, and to those thinking of joining us from other schools, I would like to stress that the Sixth Form is very much part of St Bernard's larger community, a vital part, I would say. This community is made up of governors, teaching staff, ancillary staff, students and their parents and together we try to create a happy, working atmosphere where each person is valued and where all consider the good of the whole community.

As Sixth Form students you will be valued as the young adults who, together with the staff, give a lead to the school community. Therefore, although you will be given privileges not available to other students, you will still be part of the community and certain standards will be required of you as of other adults at St Bernard's. You will also be given the opportunity to use your initiative in organising school events and in leading the school in certain activities.

Having said this we want you to develop fully as individuals and to be prepared for the full independence that you will enjoy when you enter Higher Education or a profession. Therefore, we try to run our Sixth Form, as we try to run the whole school, on mutual trust. We trust all students to work hard to fulfil their potential; we trust that as Sixth Form students, you will, to a certain extent, take responsibility for your studies. This will mean planning your times of study, using your free time well and finding a balance between social activities and study time.

As you will know, St Bernard's is a Catholic school and, as I have stressed, the Sixth Form remains an integral part of the school. Students who are not Catholic are very welcome and all are asked to respect the religious nature of the school.

We also expect you, as the young adults in the school, to give the lead in other matters, such as dress. There is a Sixth Form uniform which does allow for a certain individuality. We ask you to conform in this matter.

Members of the Sixth Form over the years have told me how happy their years of Sixth Form study have been; many say that they are the happiest years of their school career. For the vast majority these studies lead to academic success and the list of destinations of 2011 leavers is a good example of this.

The booklet offers you a good deal of important information about the Sixth Form in St Bernard's, as well as a list of the A/S subjects currently being taught. We would hope to continue with this range of subjects but this will depend on the number of students opting to study each subject.

If you decide to join our Sixth Form I trust that you too will be happy and successful. The staff and I will do all in our power to ensure this.

Yours sincerely

John McAteer
Headteacher

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SECTION 1

**GENERAL
INFORMATION**

THE A LEVEL COURSE

All A Level courses are divided into two parts. In the first year, students will usually study two units of a subject leading to a qualification known as an Advanced Subsidiary or 'AS'. If at the end of the first year, students wish to continue to study this subject further, they will undertake two more units. Completion of these units (together known as 'A2'), making four in all, will lead to a full A Level in the subject.

Dividing A Levels into two parts means that students can choose a wider range and breadth of subjects than was possible before. The AS has been designed to be studied and completed in a single year.

In most cases, students will sit AS examinations in the summer of the first year and A2 in the summer of the second year. In some subjects, one unit may be examined in January of either year.

Students at St Bernard's, depending on their ability, aspirations and their GCSE results, do either:

- (a) Four AS levels in Year 12, including General Studies, leading to four A Levels in Year 13.
- (b) Five AS levels in Year 12, including General Studies, and four A Levels in Year 13.

We expect that most of our students will follow option (b). However, many, owing to their GCSE results, will follow option (a).

All Year 11 students will be seen by their tutor or interviewed in order to achieve the best possible fit between their aspirations and their proposed courses of study.

AREAS OF STUDY

Students will study three or four subjects from the following list:

Art and Design
Biology
Business Studies
Chemistry
Classical Civilisation
Design and Technology
Drama and Theatre Studies
English Literature
French
Geography
German
History
Japanese
Latin
Mathematics
Further Mathematics
Music
Physical Education
Physics
Religious Studies
Spanish
Textiles

General Studies is offered to all students.

All subjects are available at AS and Advanced level.

Requirements for the Course:

General entry requirements to the Sixth Form are a minimum of three Grade Bs and two Grade Cs at GCSE. Students must obtain at least Grade B at GCSE in the subjects to be studied at A/S level. To study Mathematics, students must obtain an A Grade or above at GCSE. To study Science students must obtain either an A or A* in Additional Science or the Science subject they wish to take.

Note: Classical Civilisation, Drama and Theatre Studies and Business Studies may be studied at AS level without previous GCSE study; however, for Geography and History AS level, a GCSE pass is highly desirable though the subject may also be studied without previous GCSE study.

GUIDELINES FOR MAKING YOUR SUBJECT CHOICES

In the Sixth Form, students choose to study a few subjects, the subjects they enjoy most. They study these in depth, gradually becoming more responsible for their own learning.

Courses offered are given in Section 2. Students are advised to contact the Head of Department for further information.

Points to be Taken into Consideration when Choosing a Course

1. Consider how interested you are in a subject and think carefully whether you are able to do well in that subject and whether you are prepared to study the subject in greater depth for a further one or two years.
2. Consider whether the subjects you are interested in combine to form a sensible and useful course of study. Your tutor, subject teachers and careers teachers will help you with this.
3. Make sure the subjects are suitable for your possible career. Again, tutors and teachers are the best people to consult about this.

You must be realistic about your ability in a subject.

CAREERS

Careers education is provided for all sixth form students via:

1. The Tutorial Programme (See Section 3.)
2. The Careers Officer

General Careers Guidance

1. Building on your GCSEs

Before deciding on your subjects you must make sure that you have an adequate background of good GCSE passes to build on.

2. Choosing Subjects at AS and A Level

Those of you with very strong GCSEs should aim to attempt four AS subjects + General Studies in Year 12 and take three of these into Year 13. If you choose this option, the fourth AS should offer a contrast to the other three.

In other cases, three AS + General Studies in Year 12, when continued through to A2 in Year 13, may give you more chance of success and is sufficient to gain entry to many university courses.

When choosing subjects, you need to consider the subjects you enjoy or can achieve in. However, some careers and university courses, mainly in the sciences and technology, have specific requirements with regards to AS and A Levels. For example, Mathematics and usually Physics are needed for engineering courses. Therefore, if you have a specific course/career in mind, you need to research carefully the number and types of AS/A Levels **you** will need. The Careers Officer and resources in the Careers Room will help. You can also contact universities and companies directly and ask for specific advice.

If you are less certain about future careers, or are looking at more general courses, you should aim, if possible, for a breadth of AS subjects in Year 12, e.g. a numerate subject, an arts subject and one or two others. You can then choose which to take through to A Level in Year 13, when your plans and abilities are more established.

Whatever you decide, it is important to think carefully about the future and take what advice you can, as decisions made now can have important implications later.

If you need any clarification on the aforementioned, please see Mrs Seagrove or Mrs Lipscombe.

SIXTH FORM LIFE

1. Progress and Work Load

Close attention is paid to your progress throughout the two years. Students who are concerned about their progress or who are causing staff concern will be encouraged to discuss and review problems with their tutor and year head. In serious situations parents will also be invited to attend these sessions and a contract of expectations to be met will be drawn up and monitored.

In addition to this, reporting is carried out via:

	Year 12	Year 13
Effort and Attainment Grades or a written report	Termly	Termly
Parents' Evening	December	November
Information Evening	July	

Work loads vary according to the type of course but if you are serious about A Level study and wish to realise your potential, a minimum of 15 hours per week of independent study is required.

Private study is a major feature of Sixth Form life and students will be expected to spend this time sensibly, working independently in the libraries which provide a place conducive to study. This is an important part of self-discipline in developing good study habits.

2. Your Tutor

Each of you will belong to quite a small tutor group. Your tutor will be the person who knows you best, whom you will see daily at the registration times and who as well as dealing with administrative duties, is there to help, support and guide you in every way.

SIXTH FORM UNIFORM

Dress must be smart and suitable for a place of study. To ensure this, the following regulations are laid down:-

Girls

Black Watch Tartan Skirt:

This may be a kilt or any other choice of style. It must be of a suitable length (no shorter than the top of the knee).

White blouse with collar.

A plain long-sleeved **V-neck** jumper or cardigan.

A smart dark jacket or dark coat (not denim or leather) may be worn.

Boys

Dark grey or black trousers.

White shirt.

Black regulation blazer.

Black Watch tartan tie.

A plain long-sleeved **V-neck** jumper.

A smart dark jacket or dark coat (not denim or leather) may be worn.

Both Girls and Boys

- No unsuitable footwear such as boots or canvas shoes should be worn.
- In all other matters such as hairstyle length and make-up, moderation and suitability are required.
- The Headteacher reserves the right, through the Head of Sixth Form, to say when clothing, hairstyle, jewellery or make-up is not suitable.

LIBRARY

We hope you find the Library a pleasant place for quiet, private study and that you will make good use of the resources available to you.

Mrs Harrison will be available to help you find the resources you may need. The Library computer has a search facility which can be used to locate specific subject books. In addition to books, the Library also has magazines and periodicals, foreign papers and daily newspapers which you will find useful for research.

Sixth Form students are expected to work quietly in the Library and always show consideration to other Library users.

If a teacher is absent for your lesson, you should remain in your timetabled classroom and do private study.

RULES

There are few rules but we always hope sixth formers will conduct themselves in a mature and responsible way and behave with dignity at all times.

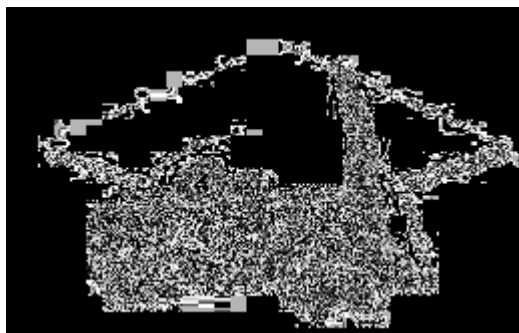
The school day for the Sixth Former is identical to that of the rest of the school. Students are expected to be punctual and to observe the regulations governing movement within the school. In general the students must remember that although there are certain privileges appertaining to the position of Sixth Formers, they are still members of the school community and must, therefore, heed the rules in so far as they apply to the whole school.

The regulations governing uniform are explained in the uniform list.

The Sixth Form may leave the premises at lunchtime, 1.05pm - 2.05pm, provided they sign in and out. Students are asked to remember that outside school they are representing the school and should be dressed and behave appropriately. Remember, however, that if you choose to take on responsibilities you will often have to use lunchtimes to fulfil them. In the Upper Sixth concessions are made in the afternoon. If an Upper Sixth student has a study period in the afternoon, he or she may leave school at 1.05 p.m. one day a week provided the Tutor is informed.

SECTION 2

ACADEMIC CURRICULUM



**ART AND DESIGN
EDEXCEL SYLLABUS**

ART AND DESIGN

GCE Art & Design Advanced Subsidiary
6AD01 Art & Design Coursework
6AD02 Art & Design Externally Set Assignment

GCE Art & Design Advanced
6AD03 Art & Design Coursework
6AD04 Art & Design Externally Set Assignment

At St Bernard's we offer a range of disciplines through which students may undertake all or part of their studies. These are Drawing, Painting, Ceramics, Digital Photography and IT, Printmaking, Textiles and Sculpture. In addition, all students will study the History of Art as an integral component of their course and this will be directly linked to the students' own practical work.

The course is recommended for students who wish to follow a career in the creative industries or for those wishing to extend their own aesthetic understanding, develop cultural/historical appreciation and improve their practical skills.

AS and A2 Art should be a serious consideration for anyone considering careers in:

Architecture

Film, TV and Theatre Design

- including set, properties, costume, make up, graphics, special effects

Graphic Design

Advertising

Commercial Art Direction

Fashion Design

Textile Design

Product Design

Display/Exhibition Design

Industrial Design

Photography

Most practicing Artists in either Fine or Applied Arts combine the creative process with teaching and/or lecturing in their area of specialism.

The new specification introduced in 2008 gives the students much more opportunity for progression and personal development. The full course consists of two units at AS; a Coursework module and an Externally Set Assignment, and two more units at A2; a Coursework module and an Externally Set Assignment. The Coursework accounts for 60% of the marks and the Externally Set Assignment for 40% of the marks.

The Coursework module at A2 is supported by a Personal Study and an Essay.

**BIOLOGY
OCR SYLLABUS**

BIOLOGY

Biology is the scientific study of life and living organisms. The aim of the A level Biology course is to develop an understanding of biological concepts and principles and an appreciation of their social, environmental and economic importance.

A level Biology can form the basis for further study in the subject, provide a foundation for professional course (such as medicine, dentistry and nursing), or be taken for interest, complete in itself. It combines well with other sciences or it can form part of a broader based arts and science course.

The course is divided into units as follows:-

	Teaching units	Assessment	Weighting
AS	<ul style="list-style-type: none"> • Cells • Exchange and Transport 	Written exam One hour	AS 30% A-Level 15%
	<ul style="list-style-type: none"> • Biological molecules • Food and Health • Biodiversity • Evolution 	Written exam One hour 45 minutes	AS 50% A-Level 25%
	<ul style="list-style-type: none"> • Practical Skills 	Internal Assessment	AS 20% A-Level 10%
A2	<ul style="list-style-type: none"> • Communications • Homeostasis • Excretion • Photosynthesis • Respiration 	Written exam One hour 15 minutes	A-Level 15%
	<ul style="list-style-type: none"> • Cellular Control • Biotechnology • Ecosystems • Responding to environment 	Written exam Two hour	A-Level 25%
	<ul style="list-style-type: none"> • Practical Skills 	Internal Assessment	A-Level 10%

Assessment

All units, except the practical coursework are assessed by examination.
Practical coursework is weighted at 20% of the total mark.

Requirement to start the course: A* or A in Additional Science
(A* or A in GCSE Biology)
In exceptional circumstances, consideration will be given to students gaining grade B.

BUSINESS STUDIES EDEXCEL SYLLABUS

BUSINESS STUDIES

Content

This A Level involves the student in the study of all aspects of Business.

Four units are studied

For AS

- Developing New Business Ideas
- Managing the Business

For A2

- International Business
- Making Business Decisions



Skills and Qualities of Business Studies students

As business studies is a social science subject, students need to have the analytical and logical approach of scientists combined with the creativity and fluency in written style of arts students. Good number skills are needed to manipulate and interpret financial data and to apply the quantitative decision making techniques, hence the requirement for a grade B in GCSE Mathematics. Students need to be self motivated, have an interest in current affairs and a desire to enrich their understanding by undertaking independent research and reading beyond the confines of the syllabus.

Subject Combinations

To some extent all subjects combine well with Business Studies. Linguists often find Business Studies provides a good grounding for future careers in their chosen specialist language; mathematicians usually enjoy the financial area of the course and some previous students have chosen to pursue Accountancy degrees at university; those with artistic talent may combine this with the marketing area of the syllabus in their higher education.

Entry to the A Level course

GCSE	Mathematics	B
	English Language	B
	Business Studies	B

Students who have not studied the subject at GCSE will be considered provided they have at least GCSE Grade B in Mathematics and English.

The specification is divided into chemical topics, each containing different key concepts of Chemistry. Once the key features of a chemical topic have been developed, applications are considered. For assessment purposes, knowledge and understanding of key concepts are treated separately at AS; important links between different areas of chemistry are largely assessed synoptically at A2. The teaching of practical skills is integrated with the theoretical topics; they are assessed separately.

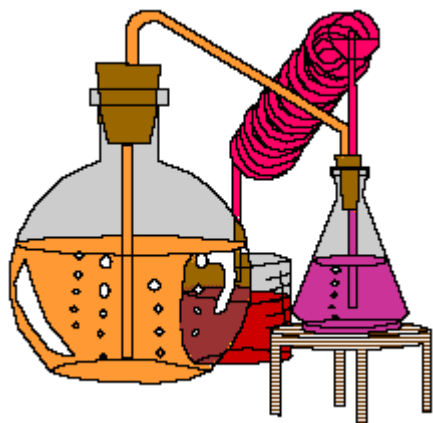
- The course has been developed in consultation with the Royal Society of Chemistry, GlaxoSmithKline and a large variety of teachers in OCR Centres throughout the country.
- There is increased emphasis on understanding and application, rather than recall.
- How Science Works integrated within the learning outcomes/opportunities.
- Straightforward assessment of practical skills using OCR set tasks with specific (non-hierarchical) mark schemes.
- Course builds upon the existing popular OCR Additional Science/Chemistry course.
- It has been updated in response to modern developments in chemistry and also the impact of chemistry on modern society and resources.

Requirement to start the course: A* or A in Additional Science
(A* or A in GCSE Chemistry)
In exceptional circumstances, consideration will be given to students gaining grade B.

OCR Specification

How is this qualification assessed?

- Two units are AS and A2 are assessed through written examination.
- One unit at AS and one at A2 level are assessed through internal assessment.
- All written paper units are available in both January and June series.
- Practical skills units are available in the June series only.



<p>AS Atoms, Bonds & Groups – Jan 2012 Chains, Energy & Resources – June 2012 Practical Skills in Chemistry 1 – June 2012</p> <p>F321: Atoms, Bonds & Groups</p> <ul style="list-style-type: none">- Atoms and Reactions- Electrons, Bonding and Structure- The Periodic Table- <p>F322: Chains, Energy and Resources</p> <ul style="list-style-type: none">- Basic Concepts and Hydrocarbons- Alcohols, Halogenoalkanes and Analysis- Energy- Resources- <p>F323: Practical Skills in Chemistry 1</p> <ul style="list-style-type: none">- AS internal assessment	<p>A2 Rings, Polymers and Analysis – June 2012 Equilibria, Energetics and Elements – June 2012 Practical Skills in Chemistry 2 – June 2012</p> <p>F324: Rings, Polymers and Analysis</p> <ul style="list-style-type: none">- Rings, Acids and Amines- Polymers and Synthesis- Analysis <p>F325: Equilibria, Energetics and Elements</p> <ul style="list-style-type: none">- Rates, Equilibrium and pH- Energy- Transition Elements <p>F326: Practical Skills in Chemistry 2</p> <ul style="list-style-type: none">- A2 internal assessment
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**CLASSICAL CIVILISATION
AQA SYLLABUS**

**CLASSICAL
CIVILISATION**

You do not need to have studied Latin or any other classical subject to do Classical Civilisation and so it may be taken as a new subject at Sixth Form level. This is a subject that will suit students who are already interested in the ancient world as well as those who are new to the subject and looking for a fresh area to study.

In the first (AS) year, students will study for in two written papers on Women in Greek and Roman Society and Homer's Odyssey.

In the second (A2) year, students will study Greek tragedy and Virgil's Aeneid. (All text are studied in translation.)

There is no coursework.

Visual study (by visits to museums, classical sites and theatres) and critical reading of original material in translation are strongly encouraged. These insights into the development of western civilisation form a useful and desirable framework for a balanced awareness of the present. Therefore, any student of Modern Languages and Literature, English or History would find the subject useful both intrinsically and because it helps the development of essay writing skills. It also provides an invaluable combination for students of Latin and Greek, but would also provide diversity (as the AS curriculum is designed to do) and breadth of curriculum for scientists, Mathematicians or, indeed, anyone.

Examination Requirements

AS - 2 papers of structured essays
A2 – 2 papers of structured essays.

Some students hesitate to choose to study Classical subjects because they are unsure of their value for a career. They need have no doubts. There is a strong demand in all employment areas for those who have studied Classical subjects, notably in finance, computing, law, marketing and the Civil Service and indeed, management generally.



**DESIGN AND TECHNOLOGY:
PRODUCT DESIGN
OCR SYLLABUS NUMBER 4053/4453**

DESIGN & TECHNOLOGY

Some of the most fulfilling careers available today are open to those who possess recognised technological qualifications. Careers in Design require an imaginative approach, conviction, tenacity to see a job through and good communications skills.

This course of study will develop students' knowledge, understanding and skills in Design. The work undertaken during the course allows students to pursue their individual design interests, and a qualification in Design Technology would allow you to go on to Higher Education, Further Education or work in the Engineering, Manufacturing or Design Industries.

Design is seen as an integrated process, involving consideration of human needs, responding to them and shaping human values. It includes a study of environmental issues and the application of a variety of technologies within the production process. This is developed fully with the active involvement of local industry.

Design in other disciplines emphasises the aspects of products that relate to the user, such as aesthetics and ergonomics. The course requires an ability to visualise, sketch, draw and produce models to facilitate communication of ideas. The course builds upon individual strengths and provides a firm grounding in the academic elements of technology.

This course of A Level study will enable you to:

- combine it with other A Levels to gain entry qualification for a degree course in Industrial Design, Product Design, Technology, Engineering and Technology Teacher Training,
- combine it with Mathematics and/or Physics to pursue a career in Engineering,
- combine it with complementary subjects such as Art to pursue a course in Architecture or Graphic Design,
- use the range of skills associated with Design Technology to pursue many other vocations.

EXAMINATION REQUIREMENTS:

WEIGHTING:

AS	Unit 1	Advanced Innovation Challenge:	40% of AS	(20% of A2)
	Unit 2	The Product Study:	60% of AS	(30% of A2)
A2	Unit 3	Design, Make and Evaluate		(30% of A2)
	Unit 4	Product Design Exam		(20% of A2)

**PRODUCT DESIGN
TEXTILES TECHNOLOGY
AQA SYLLABUS NUMBER F523**

**DESIGN &
TECHNOLOGY**

A wide range of exciting career opportunities is open to students who are well qualified in the design process and can apply technological principles effectively through the use of textile materials and components.

The Textiles Technology course has been designed to provide opportunities for students to develop their creativity, capability and entrepreneurial skills through an understanding of commercial practice. Students must be able to apply knowledge and understanding to a range of activities, whilst developing their critical thinking and collaborative skills.

Products are created and developed during the course, using the design and manufacturing process, taking into account the requirements of the target customer. The course requires an ability to create, design and develop ideas and then to produce appropriate prototype products which may be modified for commercial production.

The course builds upon individual strengths and provides an excellent foundation for developing in many directions.

This course of A Level study will enable students to:

- combine it with other A Levels to gain entry qualification for a degree course in fashion, clothing, textiles, product design, technology or technology teacher training;
- combine it with complementary subjects such as Art to pursue a course in creative textiles;
- use the range of skills associated with Design Technology to pursue many other vocations.

UNITS OF ASSESSMENT

AS

Unit 1: Materials, components and applications	Unit 2: Learning through designing and making
External assessment	Internal assessment
Two hour exam	Coursework Project
50% AS 25% of Advanced GCE	50% AS 25% of Advanced GCE

A2

Unit 3: Design and Manufacture	Unit 4: Design and Making Practice
External assessment	Internal Assessment
Three hour examination	Coursework project
25% of Advanced GCE	25% of Advanced GCE

**DRAMA AND THEATRE STUDIES
AQA SYLLABUS**

**DRAMA & THEATRE
STUDIES**



Aims

- to encourage candidates to develop their interest in and enjoyment of drama and theatre, both through experience as audience members and through their development of dramatic and theatrical skills as appropriate to their own practice.
- to encourage candidates' knowledge and understanding of the social and cultural contexts of drama and theatre, through detailed study of dramatic texts, in their context, and of the work of prescribed theatre practitioners
- to develop candidates' ability to respond critically and sensitively to a range of drama texts and to theatre in performance, through studying and attending theatrical performances of drama written in different periods, in different styles and with different aims.

Skills developed during the course

- acting skills
- design skills
- directorial skills
- interpretative skills
- creative, devising and improvisation skills
- analytical, evaluative and critical skills
- communication skills
- inter-personal and group working skills.

Course Structure

AS

Unit 1 – DRAM1: Live Theatre Production Seen and Prescribed Play

60% of AS: 30% of A-Level

1 hour 30 minutes written examination: 100 marks

One question from each of two sections:

Section A – response to live theatre seen during the course

Section B – study of one set play from a choice of six

Unit 2 – DRAM2: Presentation of an Extract from a Play

40% of AS, 20% of A-Level

Practical performance: 80 marks

Performance by a group of an extract from a published play. The assessment also includes candidates' preparatory and development work and supporting notes.

Unit 3 – DRAM3: Further Prescribed Plays including pre-20th Century

30% of A-Level

2 hour written paper: 100 marks

Study of two further set plays.

Unit 4 – DRAM4: Presentation of Devised Drama

20% of A-Level

Practical performance: 80 marks.

Performance by a group of devised drama. The assessment also includes candidates' preparatory and development work and supporting notes.

Students who have not studied the subject at GCSE will be considered provided they have at least GCSE Grade B in English and English Literature.

**ENGLISH LITERATURE
OCR**

**ENGLISH
LITERATURE**

Anyone wishing to be an A Level English student must enjoy reading. The course covers a range of texts; novels, plays and poetry are all studied and the choice should suit all tastes. There will be some opportunity to follow your own interests. You will be expected to acquire the ability to analyse literature, using appropriate critical vocabulary and to write essays, expressing yourself accurately in an orderly, logical yet stylish way. You will, of course, be given plenty of guidance in acquiring these skills.

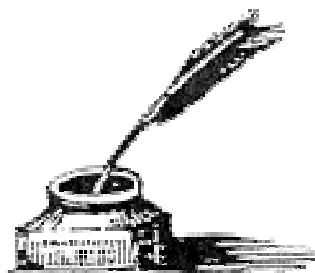
The lessons will involve a good deal of group discussion. Classroom debate is encouraged and you must be prepared to contribute. You should generally have a lively curiosity about people and ideas. You will also be expected to work independently, to do some research and to read widely. At least a grade B at GCSE in English and English Literature is normally expected.

Those wishing to follow the course will be divided into three groups. Each of these groups will have two teachers dividing the course between them. You will then study six texts for AS and six for A2.

During the course, you will have opportunities to join in with the extra-curricular activities organised by the department, such as the school magazine, Public Speaking and theatre trips.

Those who are interested in extending their reading and studying the subject in more depth will have the opportunity to follow the Advanced Extension course, which meets in small groups after school or at lunch-times.

The course will be a modular one with two modules at AS and two at A level, and will include coursework at both AS and A2.



“ ... subjects most valued by the elite universities, such as and languages”

The ever-increasing importance of foreign-language study is now widely recognised and reasonable fluency in a modern foreign language is often very useful in various areas of the business world and in many careers. If you are capable of taking A Level French (good grade B or above at GCSE) you should seriously consider developing your language skills at advanced level, even if you decide to take only AS level.

By the time you have reached GCSE, your language skills are sufficiently developed for you to start tackling a much more advanced content and A Level will enable you to study topics such as **media** (the role and influence of television; advertising; communication technology with its benefits and drawbacks), **popular culture** (cinema; music; fashion trends), **healthy living** (importance of exercise; dangers of alcohol, drugs, tobacco; holidays and tourism) and **family relationships** (including changing attitudes to marriage; roles within the home; conflict within the family etc.)

At A2, topics will include the **environment** (pollution, energy, protecting the planet), the **multi-cultural society** (who are the immigrants, why they come; benefits and problems, integration; racism), **contemporary social issues** (wealth and poverty; law and order; social implications of scientific and technological progress) and a **cultural topic** (e.g. study of a region of France or of an historical period, study of an author, a film director, a painter or musician etc.)

AS will consist of two units:

Unit 1 – a mixture of listening and reading comprehension, plus an essay of 200 words minimum.

Unit 2 – speaking test (stimulus card plus conversation covering topics studied).

A2 is as for AS but at a more advanced level (units 3 and 4 corresponding to Units 1 and 2 at AS). The essay in Unit 4 needs to be at least 250 words long and will be based on one of the cultural topics studied (students choose which).

Grammar from earlier years is consolidated and extended, although you will encounter surprisingly little truly new grammar. Idiom will be developed, particularly in receptive skills.

The department makes **extensive use of the Internet** as well as **newspapers, magazines** and **recordings** to keep in touch with France and the world of today and to obtain up-to-date information on various topics.

Independent work to develop skills is strongly encouraged and, indeed, is essential. There is plenty of opportunity to do this.

The course book used was written especially for the AQA exams and there is an accompanying website.

Each week, in addition to the normal 8 lessons per subject, you will have one 30/35 minute session in a small group (normally no more than four people) with the French Foreign Language Assistant.

Units 1 & 2 will be examined in May/June.
Units 2 & 4 will generally be examined in April.

The final scheme of assessment will, of course, include the **four key skills of listening, speaking, reading and writing** and a variety of different test-types will be used, including mixed-skill testing and the option of coursework. Results in French have always been good but, more importantly, students have developed a very useful skill – for business and/or pleasure and gained insights into a wide variety of socio-cultural issues.

Full details of the specifications (syllabus) are very lengthy, but you can consult the following website: www.aqa.org.uk.

The AS and Advanced level courses each have 2 units:

- Unit 1 Challenges for Society (AS Culture and Society)
- Unit 2 The Individual in Society (AS Science and Society)
- Unit 3 Change and Progress (A2 Culture and Society)
- Unit 4 Beliefs, Values and Responsibilities (A2 Science and Society)

The development of analytical thinking and communication is important to all units.

Students will sit the AS General Studies examination at the end of Year 12 and the Advanced Level examination in Year 13.

The course will also co-ordinate the development of Communication Technology.

In Year 13, guest speakers are invited to address students on such topics as:

- Central Government
- Local Government
- European Parliament
- Electoral Reform
- The Judiciary
- Ethical Trading Abroad
- Israel and the Arab World
- Policing in a democracy

Geography is the subject that holds the key to our future" Michael Palin

Why Geography?

We are constantly exposed to geographical issues in everyday life, including; environmental concerns, natural disasters, world weather, local developments, urban and rural change, population movements, maps and tourism. Students are provided with an opportunity to develop an awareness and understanding of the patterns, processes and relationships that characterise human and physical environments.

Traditionally, geography is seen as a bridge between the arts and sciences, enabling students to keep their options open. Geography also complements many AS/A2 subject combinations.



Course Outline: AQA Specification

The AQA Geography specification offers a strong foundation in both physical and human geography and in practical applied skills. It addresses many themes which are, and will be, important during this millennium such as concern for the environment and an appreciation of global changes and inequalities. The specification allows students to develop an in-depth knowledge and understanding of physical, human and environmental geography whilst also exploring the interrelationships between physical and human environments in a synoptic context. Fieldwork is important and there is an opportunity in March for students to spend a week exploring geographical issues in the field in preparation for a geographical skills examination in June.

Assessment and Deadlines

The AS course culminates in two written examinations in the May/June exam period. The first exam is based on the physical and human geography topics, the second focuses on geographical skills.

A summary of the content and weighting of individual modules in relation to the overall grading for both the AS and A2 courses is given overleaf.

Progression – Using your AS/A2 Geography Qualification

Geography at an advanced level provides a wide and varied base for entry into university and many practical professions. It can be successfully combined with both arts and science subjects as a foundation for higher or further education. Opportunities for geography graduates are wide-ranging and include; cartography, surveying, environmental and ecological work, teaching, travel and tourism, conservation, hazard management, meteorology, hydrology, civil engineering and town planning. These are just a few examples, see below for more suggestions!

Geography provides students with an opportunity not only to develop a detailed subject-specific knowledge and understanding but also to develop proficiency in a wide range of transferable skills. These skills are applicable to a very wide range of potential career opportunities.

Skills developed as part of the AS/A2 geography course include:

- Data gathering and manipulation
- Enquiry work and decision making
- Independent research
- Statistical analysis
- Team work
- Essay writing
- Summarising and synthesising information
- Presentation
- ICT
- Justification and reasoning
- Speaking and listening

As many employers offer their own specialised training programmes these transferable skills developed during the geography course are very valuable. They are essential in many careers including; banking, business, research, marketing and information services.

Other careers utilising skills that geographers develop proficiency in include:

<p><i>Management and Personnel</i></p> <ul style="list-style-type: none"> • Personnel management • Civil services • Estate agents • Public relations • Hotel and event management 	<p><i>Information Services</i></p> <ul style="list-style-type: none"> • Museums • Librarian • Information and communication • Systems analyst • Telecommunications
<p><i>Environmental Management</i></p> <ul style="list-style-type: none"> • National Trust • Farming • Groundsperson • Nature conservation • Environment Agency 	<p><i>Educational and Professional</i></p> <ul style="list-style-type: none"> • Accounting • Market research • Armed Forces • Social work • Police Force

Course Outline

- AS:** Unit 1 – Physical Geography: Core – Rivers, Floods and Management
Options: Cold Environments, Coastal Environments, Hot Desert Environments
Unit 1 – Human Geography: Core – Global Population Change
Options: Food Supply Issues, Energy Issues, Health Issues
2 hour exam: AS 70%, A2 35%
- Unit 2 – Applied Geography: based on a week long field trip in March, application of your knowledge and skills with reference to field work.
1 hour exam: AS 30%, A2 15%
- A2** Unit 4B – Geographical Issue Evaluation – an issue evaluation exercise based on material released two months before the exam.
1 hour 30 minutes exam A2 20%
- Unit 4 – Contemporary Geographical Issues
Options: Plate Tectonics, Weather and Climate, Challenges facing Ecosystems, World Cities, Development and Globalisation, Contemporary Conflicts and Challenges.
2 hours 30 minutes exam: A2 30%

GERMAN
AQA SYLLABUS – AS and A2

GERMAN

The ever-increasing importance of foreign-language study is now widely recognised and reasonable fluency in a modern foreign language is often very useful in various areas of the business world and in many careers. If you are capable of taking A Level German (good grade B or above at GCSE) you are well-advised to consider developing your language skills at advanced level even if you decide to take only AS level.

By the time you have reached GCSE, your language skills are sufficiently developed for you to start tackling a much more advanced content and A Level will enable you to study topics such as **media** (the role and influence of television; advertising; communication technology with its benefits and drawbacks), **popular culture** (cinema; music; fashion trends), **healthy living** (importance of exercise; dangers of alcohol, drugs, tobacco; holidays and tourism) and **family relationships** (including changing attitudes to marriage; roles within the home; conflict within the family etc.)

At A2, topics will include the **environment** (pollution, energy, protecting the planet), the **multi-cultural society** (who are the immigrants, why they come; benefits and problems, integration; racism), **contemporary social issues** (wealth and poverty; law and order; social implications of scientific and technological progress) and a **cultural topic** (e.g. study of a region of Germany or of an historical period, study of an author or painter or musician etc.).

AS will consist of two units:

Unit 1 – a mixture of listening and reading comprehension, plus an essay of 200 words minimum.

Unit 2 – speaking test (stimulus card plus conversation covering topics studied).

A2 is as for AS but at a more advanced level (units 3 and 4 corresponding to Units 1 and 2 at AS). The essay in Unit 4 needs to be at least 250 words long.

Grammar from earlier years is consolidated and extended, and some new grammar will be covered.

The department makes use of **the Internet** as well as **newspapers and magazines** to keep in touch with Germany and the world of today and to obtain up-to-date information on various topics.

Independent work to develop skills is strongly encouraged and, indeed, is essential. There is plenty of opportunity to do this.

Each week, in addition to the normal 8 lessons per subject, you will have one 30 minute session with the German Foreign Language Assistant. Students are also encouraged to undertake an exchange visit to a family in Germany.

The final scheme of assessment will, of course, include the **four key skills of listening, speaking, reading and writing** and a variety of different test-types will be used, including mixed-skill testing. Results in German have always been good/excellent but, more importantly, students have developed a very useful skill – for business and/or pleasure and gained insights into a wide variety of socio-cultural issues.

Full details of the specifications (syllabus) are very lengthy, but you can consult the following website: www.aqa.org.uk

The purpose of the Historical Enquiry is to test the student's ability to undertake the investigation of a specific historical question, problem or issue by drawing on the knowledge, understanding and skills acquired during the course. This will be based around two taught units of British History.

Either

Tudor and Early Stuart England 1547-1649

Or

Britain and Ireland in the time of the Troubles, 1960s to 1990s. These two units will be taught in the Autumn term of Year 13.

JAPANESE
EDEXCEL SYLLABUS NUMBERS 6JA01 AND 6JA02

JAPANESE

Japan is known around the world for its rich cultural history and exotic traditions. Following the Second World War it underwent great change, and is now also renowned for the speed with which its economy grew in the second half of the twentieth century and its role at the forefront of new technologies. This course aims to develop critical insights into the contemporary society, cultural background and heritage of Japan, as well, of course, as providing the means to communicate effectively and at a high level.

During Year 12, you will learn to produce independent and creative work in Japanese, whilst studying formal grammar, and translation and comprehension skills. 200 new Kanji (Chinese characters) are taught, adding to the 200 already learnt at GCSE. To support this learning, materials are drawn from a wide range of resources, including authentic texts. Topic areas covered include: tourism, health, youth issues, leisure, education and the environment.

Further topic areas are added at A2; these are the environment, customs and traditions, world issues and the arts. You will read a literary text and look in depth at annual traditions and festivals in the Japanese year, in order to write discursive essays in Japanese. Grammar continues to be studied at a higher level, and a further 200 Kanji are learnt.

Whilst there is currently neither an oral nor an aural exam at A Level, listening and speaking activities are included in lessons, and students are expected to use Japanese to communicate when appropriate.

The course also provides:

- a suitable foundation for further study and/or practical use of Japanese
- a coherent, satisfying and worthwhile course of study for students who do not progress to further study of Japanese

The Course and the Exam

The course has a two-unit structure: AS Unit 1 (one year's post-GCSE studying) and A2 Unit 2 (a further year's post-AS study). At present one unit is taken in each year, although the AS can be retaken at the end of Year 13.

Prerequisite: Japanese language to GCSE standard (A/A*)

Unit	Outline	Time	Weighting
Unit 1	Reading and Writing: <ul style="list-style-type: none"> • 3 texts in Japanese with comprehension tasks • a translation from Japanese to English • 1 essay (400 characters) in Japanese 	2 hours 45 minutes	AS A2 100% 50%
Unit 2	Reading and Writing: <ul style="list-style-type: none"> • 1 text in Japanese with Japanese comprehension questions • a translation from English to Japanese • 2 essays (400-600 characters each) on a topic and a text 	3 hours	AS A2 100% 50%

The entry requirement for this Course is a GCSE pass in Latin grade A* or A.

In Year 12, students will revise and extend their knowledge of grammar and vocabulary in preparation for an unseen and comprehension examination. They will also study two set books, one prose and one verse (currently Cicero and Ovid).

In Year 13, students will continue to expand their knowledge of Latin and of the Roman world through further and broader reading.

Latin A Level is the most direct way into the hearts and minds of the Ancient Roman. It is the basic requirement for Classical specialists, together with Classical Civilisation and Greek. It is regarded most highly by all universities, but especially the more competitive, as a subject that demands true academic rigour.

For modern linguists, historians and English specialists, Latin is a natural and useful background and is 'preferred' by some universities for courses in these subjects and others such as Law or Politics. Several students have also combined Latin with Mathematics and/or a Science - a similarly logical approach being required for both disciplines. See also the remarks at the end of Classical Civilisation.

Examination Requirement

AS One paper of Latin language, in which candidates will demonstrate their ability to translate Latin into English.

One paper of Latin verse and prose literature in which candidates will study works by authors such as Ovid and Cicero and demonstrate their understanding of literary techniques and their personal response to the texts.

A2 One paper of Latin verse in which candidates, having studied the works of authors such as Virgil or Catullus, will respond to an unseen verse passage via comprehension questions and translations.

One paper of Latin prose in which candidates, having studied the works of authors such as Livy or Tacitus, will complete an unseen prose translation with comprehensions questions.

**MATHEMATICS & FURTHER
MATHEMATICS EDEXCEL SYLLABUS**

MATHEMATICS

This Modular syllabus can lead to an A Level or an AS level in Mathematics. Six modules result in an A Level; three modules result in an AS level. Further Mathematics requires three additional modules for AS-level or six more modules for A Level.

Three modules will be studied in each of years 12 and 13. The extra modules required for Further Mathematics A or AS level may not be fully timetabled during Years 12 and 13 and may require independent work from students for some topics.

A Level students will study two Pure Mathematics and one Mechanics or one Statistics module in Year 12. They will then study a further two Pure Mathematics modules and one Mechanics or Statistics module in Year 13.

A knowledge of the topics studied at the highest level of GCSE is assumed, and this work is broadly developed.

Pure Mathematics includes trigonometry, further algebra, functions, coordinate geometry and numerical methods. Calculus and its applications are introduced.

The statistics modules cover many of the techniques needed for processing the sort of data collected in Biology, Geography, Business Studies, etc. A fairly practical approach to the subject is used.

Mechanics deals with the effects of forces on stationary and moving objects. Topics studied include Vectors, Kinematics, Statics, Dynamics and Moments.

The Further Mathematics modules cover each of these areas in greater depth and introduce new topics such as complex numbers, matrices and hyperbolic functions. A decision mathematics module, which covers topics such as Linear Programming, may also be studied.

Students must have at least a grade A in GCSE at the Higher Level to study A Level or AS-level and must have a keen interest in mathematics and a willingness to work hard at challenging problems. Grade A/A* at GCSE is necessary to study Further Mathematics plus at least a grade B in Additional Mathematics and a strong recommendation from the student's Mathematics teacher. Only the most able mathematicians and those who wish to study a Mathematics-based course such as Mathematics, Physics or Engineering at University should consider studying Further Mathematics.

EXAMINATION REQUIREMENTS:

WEIGHTING:

A Level	6 modules	16 2/3% each
AS-level	3 modules	33 1/3% each

There is no coursework component in A Level Mathematics.

MUSIC

MUSIC

A-Level Music should appeal to open-minded musicians from a range of musical backgrounds. Its breadth makes it suitable for study alongside arts-based, practical and scientific subjects, and universities recognize the academic demands made, and skills developed, by the study of music.

The course consists of six units taken over the course of two years. Three units are taken at the end of the first year to complete the AS level. The A2 units build on the grounding provided by the AS course.

Both AS and A2 involve a mixture of performing, composing, listening and appraising.

At each stage some solo performing is required; the length and difficulty of performances increasing from AS to A2 level. There are also opportunities for ensemble playing and candidates are free to perform in a style best suited to their talents.

The composing element of the course involves both some traditional techniques of harmony and counterpoint, and some freer composition in a style chosen by the candidate. Both composition and performance involve a significant degree of coursework.

Students study a wide range of musical styles in preparation for the listening and appraising units. Through this approach, they develop not only a knowledge of the works of individual composers, but an appreciation of music from many different eras and traditions.

It may be possible for a student to take A-Level Music without having studied GCSE in the subject. Please talk to a member of the Music Department if you are interested in doing this.

St Bernard's offers a varied programme of events throughout the year. There are choirs, wind ensembles, junior and senior string groups, a jazz band, and a classical guitar group, as well as many other opportunities to become involved in music.

**SPORT AND PHYSICAL EDUCATION
OCR Syllabus**

**SPORT AND PHYSICAL
EDUCATION**

AIMS

Candidates will be encouraged to:-

1. develop an understanding of the factors influencing performance and the ability to apply these to a range of physical activities
2. develop the skills necessary to analyse, evaluate and improve performance
3. develop an appreciation of the social, moral and cultural issues which affect participation and performance in physical activity, in the UK, USA and Australia.

Candidates will also have the opportunity to:-

1. develop the capacity to think critically about the relationships between the different factors affecting performance
2. develop the capacity to explain the current provision for participation in physical activity in the context of social issues and global trends

SPECIFICATIONS (70% Theory and 30% Practical)

AS Examination H154
<u>Unit G451</u> Anatomy and Physiology, Acquiring Movement Skills and Socio-Cultural Studies 2 hour exam: 70% of total AS marks, 35% of total A2 marks
<u>Unit G452</u> Performance and its Improvement through Critical Analysis. Practical coursework from <u>two</u> different activity profiles <u>and</u> Theory/Oral coursework based on one of the activity profiles. 30% of the total AS marks, 15% of the total A2 marks.
A2 Examination H554
<u>Unit G453</u> Exercise and Sports Physiology, Sports Psychology and Comparative Studies. 2 hour exam: 35% of total A2 mark.
<u>Unit G454</u> The improvement of effective performance, and critical evaluation of one practical activity, with oral synoptic coursework. 15% of total A2 marks.

It is essential to have studied PE at GCSE and it is an advantage to have good science grades. It is, however, also vital that you have an enjoyment of the subject, a willingness to participate fully in the practical activities and a genuine interest in looking at sports issues beyond a superficial level. Students hoping to achieve the higher grades should participate regularly in at least one practical activity outside of school.

You will undertake a variety of activities, including practical performance, skill observation, practical exercise training programmes, fitness measuring, class/small group work and individual research and presentations.

Students hoping to progress to a Sports Science/Studies degree will find this subject particularly useful. It would also be a valuable qualification for those wishing to go directly into employment in the growing sport and leisure industry. Some career options include the armed forces, coaching, fitness training, osteopathy, PE teaching, physiotherapy, recreation management, sport development officer, sport product design and sports therapy for example.

PHYSICS 'A'
AQA Board: A/S Award 1451; A2 Award 2451

PHYSICS

Physics is a challenging and demanding subject. It is about unraveling the complexity of the universe. Discoveries in Physics form the foundation of many technological advances and play a central role in numerous scientific areas. Throughout the course you will be encouraged to develop analytical skills, approach problem solving in a methodical manner, analyse data objectively, and design and carry out experiments. These skills are highly valued both in careers and Higher Education.

Physics combines well with Mathematics and other Science subjects. Physics, together with Mathematics is essential for degree and higher diploma courses in Physics, Astrophysics, Physical Sciences, Engineering, Material Science and Electronics. Physics is an advantage for courses in Chemistry, Computer Science, Geology, Medicine and many technological subjects.

The aims of these new specifications are to encourage candidates to:

- develop their interest in, and enthusiasm for, physics, including developing an interest in further study and careers in physics;
appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works;
- develop essential knowledge and understanding of different areas of Physics and how they relate to each other.

AS (Year 12)

Unit 1 Particles, Quantum Phenomena and Electricity

Unit 2 Mechanics, Materials and Waves

Unit 3 Assessment of Practical Skills

A2 (Year 13)

During the second year, further units are studied:

Unit 4 Fields and Further Mechanics

Unit 5 Astrophysics

Unit 6 Assessment of Practical Skills



Requirement to start the course: A* or A in Additional Science
In exceptional circumstances, consideration will be given to students gaining grade B.

It is strongly recommended that Mathematics is studied at AS level.

EXAMINATION REQUIREMENTS for A Level:	WEIGHTING:
Two unit tests in Year 12	40%
Practical skills assessment (Year 12)	10%
Two unit tests in Year 13	40%
Practical skills assessment (Year 13)	10%

This course may also be studied for an AS qualification, in which case 20% of the marks are awarded for practical skills and 80% of marks are awarded for written examinations in January and June of Year 12.

Academic Skills

A Level and AS level Religious Studies require the student to:

- develop an interest in Philosophy and Ethics and enthusiasm for a rigorous study of religion;
- develop knowledge and understanding appropriate to a specialist study of religion;
- demonstrate the ability to examine important theological questions with an open and enquiring mind;
- weigh up arguments critically and have an empathetic approach;
- reach reasoned and intelligent conclusions.

The syllabus aims to encourage the students to identify basic questions of theology and explore these within the Christian tradition, scholarship and experience. No commitment to any Christian church is presupposed or required as the assessments will not be concerned with judging a candidate's personal beliefs.

Understanding of People and Society

A Level and AS level Religious Studies promote skills required in life. In questioning our traditional assumptions it helps a person to develop an understanding of personal faith and values. It challenges us in our relationships with people of different backgrounds and equips us with life skills. Because of the depth and breadth of the A Level and AS level, Religious Studies complements other A Levels in the fields of Arts and Sciences.

Course Details

Students are offered a combination of Philosophy and Ethics. They study two Philosophy modules covering the work of Aristotle and Plato and their influence on Christian thought, and the distinction between body and soul in religious philosophy. As well as looking at the Jewish biblical belief of creation, students also study arguments for the existence of God, the problem of evil, and the challenges from psychology and sociology. Students also study two Ethics modules covering meta-ethics (the use of ethical language) ethical theories, e.g. natural law, situation ethics, virtue ethics and utilitarianism as well as the practical implications of these on medical issues, environmental issues, sexual relationships and business ethics.



**SPANISH
OCR SYLLABUS**

SPANISH

Spanish at A Level is a two year modular course following the new OCR syllabus. The four skills - oral, reading and listening comprehension and writing - are continually practised as in GCSE but in greater depth. At the end of Year 12, pupils will take 3 modules which constitute an AS level. Students are encouraged to go to Spain during their course. The new syllabus requires an awareness of Spanish or South American society and culture.

Lessons are mainly conducted in Spanish and are dedicated to building up language skills and improving grammatical accuracy. Students are encouraged to build up new vocabulary and expressions, as Spanish has a very rich and varied range of vocabulary and idioms.

We are fortunate to have a Spanish assistant - a native speaker who, once a week, gives conversation lessons to small groups of A Level students.

When dealing with the themes chosen for the oral, the syllabus requires the students to make specific reference to Spain or a Spanish speaking country. Students are encouraged to take an interest in current affairs, to read the newspaper and watch the news in their own language, so as to be continually broadening their ideas and opinions on life around them and to familiarise themselves with controversial issues.

Homework assignments are usually written tasks, either questions on a text, summaries or translations, preparation of grammar exercises, etc.

The main course books are "Sigue" and "Animo". All these courses are accompanied by cassettes and CDs which develop listening skills.



SECTION 3

**PASTORAL
CURRICULUM**

THE PASTORAL CURRICULUM FOR THE SIXTH FORM

The main purpose of pastoral work in the Sixth Form is to provide a supportive environment for the students in which they develop a sense of responsibility for their own lives. They need security and some freedom.

In fulfilment of the Aims of the School we encourage them:-

- to learn more independently
- to strive for academic excellence
- to make wise choices about career and courses in Higher Education
- to be sensitive to the needs of others
- to develop their intellectual, emotional, physical and spiritual qualities in a balanced way.

Students often have to take difficult decisions and cope with complex problems outside school. They are encouraged to discuss any anxieties with their form tutors.

Tutors strive to build up a pleasant relationship within the group and to be available for individual discussion of difficulties.

When necessary they refer students to the Head of Sixth Form.

1. TUTORIAL PROGRAMME

Throughout the two years, the Tutorial Programme is complemented by courses in General Studies, Religious Education and Community Service which should develop students' understanding of themselves and their relationships with others. They should develop spiritually and socially, reflecting on moral, political, economic and environmental issues.

Issues/Themes

Year 12 Induction to Sixth Form Life
Study Skills
Effort and Attainment Review
Health Education
Senior Citizens' Christmas Party Preparations
Posts of Responsibility - Nominations and Elections
Safe Drive, Stay Alive afternoon.
Careers and Higher Education
UCAS Preparation and Gap Year information

Year 13 UCAS Completion
Interview Skills
Health Education
Drugs
Grant Applications
Revision Skills
Life After School

Sixth Form students make a valuable contribution to the sense of community within the school. We rely on them to help with events such as the Activities Days, the Disco for the New Intake and a Christmas Party for Senior Citizens. Students are very involved in sports, theatrical and musical productions and public speaking, and they produce a school magazine. These activities provide opportunities for students to develop their leadership qualities and interpersonal skills, and grow in confidence.

Each January School Officers are elected. The Head Girl, Head Boy and Deputies, Senior Prefects and House Captains organise and support some of the happiest events in the school calendar - Sports Day, the Drama Festival and the School Feast Day 'Guardian Angels'.

2. COMMUNITY SERVICE

In Year 12, students are involved in some form of service in the local community as part of their curriculum. This is a time when students have more opportunity to be of service on a regular weekly basis. Some of the areas of community service work are with the elderly, in residential homes, at day centres and visits to the housebound elderly; with people who have a handicap, usually at learning centres or social clubs; working for charities in administration, in shops and working on projects.

Students usually carry out Community Service during the school day when they have a block of lesson-free time, though some prefer to arrange their service in the evenings or at weekends and a few are able to work on a project in school.

The emphasis is on commitment and service and therefore the students are involved in important and rewarding work.

SECTION 4

**SUPPLEMENTARY
STUDIES**

Religious Education

All Sixth Form students undertake a programme in Religious Education. This is designed as a series of modules which meet the interests and needs of each student and which fulfil the criteria set out in Broad Areas of Attainment 16-19, namely the areas of Revelation, Community, Way of Life and Celebration. Each course is offered as a ten week module at the end of which students have to assemble and present evidence of aspects of the course as required by the teacher. Each student is expected to follow five modules.

Some of the courses on offer include:

The Catechist Course which prepares students to take responsibility for a group of younger children either in a school or parish setting, in order to share with them some aspects of the Christian faith through the teaching of a planned and supervised programme whilst allowing the students to acknowledge and reflect upon their own faith journey. This course covers two modules, i.e. twenty weeks.

The Ethics Course although looking at some ethical theories adopted in our coming to moral decisions, also includes practical ethics and the Christian law of love that emphasises respect for life and human rights. The course uses video and media material and there is plenty of time for discussion.

In **Religion and the Creative and Expressive Arts** the students explore scripture through colour, drama and music. It also concerns spirituality and encourages the students to deepen their spiritual awareness of God in their lives.

In the **Social Justice Course** the students examine areas of social life where the issue of justice, or lack of it, is at question. It encourages the students to see how religious values are unavoidably linked with issues of justice.

Philosophy of Religion which looks at the influence of Plato and Aristotle on Christian Theology. The arguments for the existence of God, the problem of evil, conflicts between science and religion, the relationship between body and soul, etc.

The only compulsory unit is **Love Needs Learning**, a programme from Marriage Care which allows students to look at the whole area of relationships and also complies with the Health Education Programme within the school.

There are many other courses on offer which will be explained to the students when they enter Year 12. There are also many guest speakers from charities, other faiths and the world beyond school, who come to St Bernard's to share their experience.

General Physical Education (Compulsory)

General Physical Education is a compulsory component of the Year 12 curriculum for all students unless the lesson clashes with your timetabled course. The course is two periods each week and is not examined. It is seen as an extremely important part of the Year 12 curriculum as it both contrasts with and complements the students' academic commitments.

The activities undertaken are largely recreationally based but some do involve direct coaching from either St Bernard's staff or appropriately qualified coaches. Activities that have been offered include football, hockey, netball, basketball, table tennis, badminton, volleyball, dance, squash, rugby, swimming, fitness suite, body conditioning, and golf, with the latter two employing external coaches or instructors.

The activities are based at St Bernard's, at Evreham Sports Centre, Montem Sports Centre, Windsor Leisure Pool and at Thames Valley Athletics Centre.

Some of the activities, namely those involving external coaches or those held off-site, incur a cost which we endeavour to keep to a minimum. In all activities, any necessary equipment is provided. The activities offered are carefully chosen to cater for a variety of interests and it is possible (depending on demand) to specialise in one activity or pursue a number of different interests.

SECTION 5

**SIXTH FORM
DESTINATIONS**

Destinations of Year 13 Leavers – 2011

	Destination	Subject
Elysia Agius	Chichester University	Primary School Teaching
Marcel Albeker	Kent University	Actuarial Science
Maryam Amin	Bath University	Pharmacy
Katherine Angus	Nottingham University	English Studies
Richard Ashton	Reading University	Foundation Art
Luke Ashton	Southampton University	Chemistry
Adam Barnett	Manchester University	Japanese
James Bartlett	Brunel University	Business & Management
Graeme Bartlett	Employment - Personal Trainer	
Grayce Bartlett	Employment- Personal Trainer	
Gabriella Beer	Bristol University	Cellular & Molecular Medicine
David Belcher	Bristol University	Computer Science
Eirin Bonnell	Oxford Brookes University	International Hospitality Management
Naomi Booth	Bath University	Modern Languages & European Studies
Eleanor Box	Cardiff University	History
Hywel Bradley	Cardiff University	History
Joseph Burke	Loughborough University	Civil Engineering
Edward Burston	University of Leicester	English
Tanith Campbell-Stievenard	Southampton University	English & History
Archie Cantwell	Edinburgh University	Architecture
Francesca Carter	Warwick University	Management
Hamish Clark	Bristol University	Chemistry
Anne-Marie Clifford	Exeter University	Human Biosciences
Rachel Cody	Brunel University	Physiotherapy
Samantha Conkling	Goldsmiths University	Politics
Georgia Connor	King's College London University	Pharmacy
Charlotte Constantino	Portsmouth University	Psychology
Shaunaugh Corr	Exeter University	Biological Sciences
Sabrina Costa	Liverpool University	Medicine
Jack Cullen	Employment - TV Production	
Jamie Cullen	Southampton Solent University	Criminology
Russell De Sousa	London School of Economics	Accounting & Finance
Sophie Ellerker	Aberystwyth University	Human Geography
Nadia Farrugia	Florida International	Sport Science
Max Fawcett	Imperial College London	Chemical Engineering
Adam Fennell	Leeds College of Music	Music (Production)
Reanne Fernandes	King's College London	Theology
Alice Foulkes	Gap Year then Medicine	
Ilona Furukawa	Westminster University	English Language & Linguistics

Lucy Gould	Warwick University	History
Vikram Grewal	Portsmouth University	Product Design
Kristian Hardman	Birmingham University	Geology
Steven Hartigan	Birmingham University	Dentistry
Miles Hay	Nottingham Trent University	Pharmacology
Matthew Healy	John Reddington apprenticeship	5 years English Degree included
Mary-Kate Heeney	St. Mary's University	Irish Studies & Theology
Lauren Hodges	Gap Year	
George Holder	University of Nottingham	American Studies & History
Laura Jhuboo	Liverpool University	Occupational Therapy
Louis Kakhu	Kent University	Mathematics
Grace Kearley	St. Mary's University	Primary Education
Luke Kelly	Apprenticeship in Construction	Day release for Foundation Degree
Ana King	Queen Mary University	Medicine
Hazel Kitson	Kent University	Philosophy
Andrew Laidlaw	Kent University	English, American & Post Colonial literatures & History
Catherine Lee	Gap Year	reapplying for History 2012
Ryan Lobo	University of Nottingham	Software Engineering
Sophia Mackay	Roehampton University	Drama, Theatre & Performance Studies
Lauren Manning	Kent University	Sociology
Finnbarr Martin	Further Education	
Nicole McCarney	Gap Year	
Lewis McGregor	Loughborough University	Product Design & Technology
Peter McHugh	Warwick University	Chemistry
Charlie McShane	Reading College of Technology	Art Foundation
Georgina Meehan	Huddersfield University	Fashion & Textile Buying
Benjamin Mills	Sheffield Hallam	Medical Engineering
Demi Morjaria	Sussex University	International Business
Grainne Murphy	Ravensbourne University	Art Foundation
Kathleen Murphy	Aston University	International Business & Management
Alyssa Murphy	Aberystwyth University	Geography
Conor Pack	Loughborough University	Product Design & Technology
Holly Pearson	Reading College of Technology	Secretarial Course
David Pereira	Imperial College London	Biology with Management
Mark Pierozynski	Liverpool John Moores University	Biomedical Science
Georgia Pole	Southampton University	Biology
Quratul-Ain Qureshi	Royal Holloway University	Economics
Michal Rachowiecki	Bath University	Mechanical Engineering
Hubert Remillard	Gap Year Rothschild Internship	Applying to Cambridge to study History
Mostyn Rowley	De Montfort University Leicester	Product Design
Francesca Sanger	British Airways	
Jasmeet Sansoye	Exeter University	Philosophy
Annie Shah	Lincoln University	Law

Shayeeshan Sivapalarajah	Gap Year	
Gemma Smith	Bristol University	Animal Behaviour & Welfare
Francis St John	Chichester University	English & Creative Writing
Beth Stewart	Southampton University	History
Daniel Stoddart	Imperial College London	Physics with a Year in Europe
Bronagh Szywala	Loughborough University	Human Biology
Kathryn Tatham	Gap Year	
Kimberley Taylor	Brushstrokes at Shepperton Film Studios	
Roisin Tierney	Feltham College	Art Foundation
Charles Tudor	York University	Computer Science
Sarah Wade	University Creative Arts Farnham	Art Foundation
Matthew Ward	Bath University	Biology
Christian Watkins	Loughborough University	Civil Engineering
Beth Welsh	Kent University	Drama & Theatre Studies
Freya Williams	Southampton University	English & Spanish
Rebecca Wilson	Loughborough University	Retail, Marketing & Management
Daniel Wrettom	Cardiff University	Mechanical Engineering
Jonathan Wyles	St Andrews University	Geography
Christopher Yianoullou	Abroad to study Spanish - Salamanca	Academia Mester
Zoe Zymaczyk	Sussex University	Anthropology & History

APPENDICES

APPLICATION FOR ENTRY

**APPLICATION FOR ENTRY INTO SIXTH FORM
FOR EXTERNAL APPLICANTS
SEPTEMBER 2012**

*Please return completed form to Mrs Z D'Amato, Admissions Secretary, by Tuesday 24th January 2012. **Please print clearly.***

Forename: **Surname**

Date of Birth: **Male/Female**

Religion:

Address:
.....
.....

Home Telephone Number:

Name of Parent/Guardian for official enquiry/correspondence:.....

Work/Mobile Number:

Unique Candidate Identifier (12 digit number)
.....

Name of Present School:

Address:
.....
.....

Headteacher:

School Telephone No.:

GCSE Subjects being studied:
.....
.....
.....
.....

Choose three, no more than one subject from each block, and tick (✓) in the relevant check box. If your GCSE results are sufficiently good, you may take a fourth subject in the remaining block. If this were to be the case, please identify a fourth subject and **mark it with a cross (X).**

Option Block 1		Option Block 2		Option Block 3		Option Block 4	
Art	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Biology	<input type="checkbox"/>	Art	<input type="checkbox"/>
Biology	<input type="checkbox"/>	Classical Civilisation	<input type="checkbox"/>	Drama & Theatre Arts	<input type="checkbox"/>	Biology	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>	Design & Technology – Product Design	<input type="checkbox"/>	English	<input type="checkbox"/>	Business Studies	<input type="checkbox"/>
Drama & Theatre Arts	<input type="checkbox"/>	Design & Technology – Textiles	<input type="checkbox"/>	Geography	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>
French	<input type="checkbox"/>	English	<input type="checkbox"/>	History	<input type="checkbox"/>	Japanese	<input type="checkbox"/>
Geography	<input type="checkbox"/>	Religious Studies	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Latin	<input type="checkbox"/>
German	<input type="checkbox"/>					Physics	<input type="checkbox"/>
History	<input type="checkbox"/>					Religious Studies	<input type="checkbox"/>
Music	<input type="checkbox"/>					Spanish	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>						
Physics	<input type="checkbox"/>						

Further Maths will be arranged to suit the timetables of the students concerned.

The location of French, German and Music in Block 1 is provisional and they may be moved when the choices of students wishing to take the subject are known.

Student's Signature:

Parents' Comments:

.....

Signature (Parent/Guardian):

In the event of any queries, Mrs D'Amaro can be reached on 01753 695072 or email admissions@st-bernards.slough.sch.uk

**APPLICATION FOR ENTRY INTO SIXTH FORM
FOR ST BERNARD'S YEAR 11 STUDENTS
SEPTEMBER 2012**

Please return completed form to your Form Tutor by Tuesday 24th January 2012.

Please print clearly.

Name:

Form:

Form Tutor:

Choose three, no more than one subject from each block, and tick (✓) in the relevant check box. If your GCSE results are sufficiently good, you may take a fourth subject in the remaining block. If this were to be the case, please identify a fourth subject and **mark it with a cross (X)**.

Option Block 1		Option Block 2		Option Block 3		Option Block 4	
Art	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Biology	<input type="checkbox"/>	Art	<input type="checkbox"/>
Biology	<input type="checkbox"/>	Classical Civilisation	<input type="checkbox"/>	Drama & Theatre Arts	<input type="checkbox"/>	Biology	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>	Design & Technology – Product Design	<input type="checkbox"/>	English	<input type="checkbox"/>	Business Studies	<input type="checkbox"/>
Drama & Theatre Arts	<input type="checkbox"/>	Design & Technology – Textiles	<input type="checkbox"/>	Geography	<input type="checkbox"/>	Chemistry	<input type="checkbox"/>
French	<input type="checkbox"/>	English	<input type="checkbox"/>	History	<input type="checkbox"/>	Japanese	<input type="checkbox"/>
Geography	<input type="checkbox"/>	Religious Studies	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Latin	<input type="checkbox"/>
German	<input type="checkbox"/>					Physics	<input type="checkbox"/>
History	<input type="checkbox"/>					Religious Studies	<input type="checkbox"/>
Music	<input type="checkbox"/>					Spanish	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>						
Physics	<input type="checkbox"/>						

Further Maths will be arranged to suit the timetables of the students concerned.

The location of French, German and Music in Block 1 is provisional and they may be moved when the choices of students wishing to take the subject are known.

Student's Signature:

Signature (Parent/Guardian):

