



**UPDATED**

**New Vocational Options**

*JFS - The number 1 totally non-selective comprehensive Sixth Form in the country [The Times 'A' Level Table 2016]*

# **JFS Sixth Form**

## **Pathways and Curriculum Guide 2017**

**Unrivalled Opportunities**



**Exceptional Teaching**



**Personalised Progression**



*JFS is a co-educational inclusive, modern, orthodox Jewish school that strives to produce well-educated, faithful and proud Jews who will be responsible and contributing members of society*

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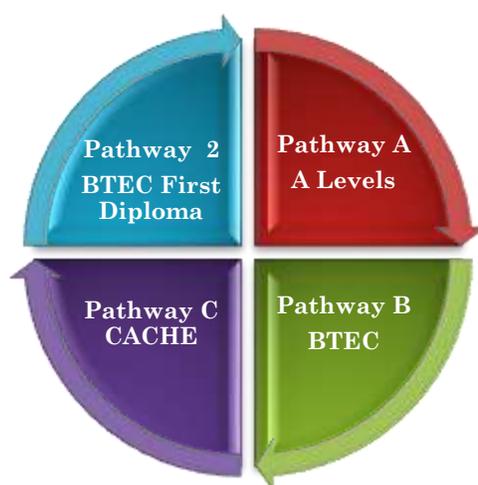
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# INTRODUCTION

The Sixth Form at JFS offers a variety of pathways for students depending on their GCSE performance and/or their intended career pathway.

Students starting in Year 12 in September 2017 will be required to study **three** A Level subjects (or the equivalent). We will arrange our option blocks to allow some students the possibility of taking a fourth subject should they wish to do so. For a full list of subjects, specifications and details, please visit the JFS website: <http://www.jfs.brent.sch.uk/sixth-form/the-curriculum>

## JFS SIXTH FORM



Pathway A	Pathway B	Pathway C	Pathway 2
<ul style="list-style-type: none"> <li>• <b>A Level Subjects</b></li> <li>• Over 24 subject choices</li> <li>• Assessment methods:</li> <li>• Examinations at the end of Year 13</li> <li>• Usually three examinations per subject</li> <li>• Coursework in a minority of subjects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>BTEC Programme</b></li> <li>• Business, Media, Food Science, Art &amp; Design</li> <li>• Assessment methods:</li> <li>• Controlled assessments</li> <li>• Examination</li> <li>• Coursework</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CACHE Childcare Course</b></li> <li>• Childhood studies</li> <li>• Two days' per week - nursery placement</li> <li>• Assessment methods:</li> <li>• Continual assessment via coursework</li> <li>• No examinations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Level 2 (Equivalent to 4 GCSEs)</b></li> <li>• BTEC First Diploma in Business</li> <li>• Re-sit English Language</li> <li>• Re-sit Mathematics</li> <li>• Work Experience (where appropriate)</li> </ul>

# THE FOUR-POINT PLAN FOR MAKING THE RIGHT PATHWAY CHOICE

- 1) If you have a career idea on which you are keen, does this career require you to study a certain university course which requires a certain pathway or certain A Levels?
- 2) Will you achieve the entry requirements for the course you have applied for?
- 3) Does your pathway reflect your strengths and interests?
- 4) If your preferred pathway includes a subject that you have not studied before, have you researched what this subject is about?

## **PATHWAY A: A LEVELS**

### **Entry requirements**

- Grade 5 in English Language and Mathematics **and**
- Four B grades at GCSE or three B grades and a grade 5 in English Literature.

The General Certificate of Education (GCE) Advanced Level, or A Level, is a level 3 qualification. A Level qualifications are now linear. This means students will sit all examinations for their qualification at the end of the full two year course in June / July 2019. This gives more time to teach the subject and flexibility around when and how to teach each part of the course. (Further details can be found on Page 10.)

### **Which subjects to study?**

If you meet the criteria above, please consider the following four points:

1. You enjoy and are good at the subject at GCSE Level.

***But*** some subject content is distinctly different when you study them at A Level.

2. Have you chosen at least two subjects, which you have studied before at GCSE? This is a wise approach for most students.

*There are two plausible reasons why you have not taken at least two subjects you have studied before:*

- a. You want a change.
- b. You do not feel comfortable with the core subjects and you want to see if you can do better with new subjects.

Some universities for very highly selective courses might assume the latter and feel that you are avoiding a challenge. Another consideration must be that you are taking an enormous risk if you do not understand what the subjects involve. The transition from GCSE to A Level is hard enough when you have an idea about the subject because you have studied it before. You are taking a chance on enjoying and having a strength in three *new* subjects.

3. You need this/these subjects to enter a particular career or course at university.

***But*** remember to get all your facts straight – there are still all kinds of misconceptions about what you need for certain careers or degree courses.

Certain courses at university require certain A Level subjects as an entrance requirement, for example a Pharmacy degree will require that you have Chemistry A Level and one from Maths, Physics and Biology.

Check out: <http://university.which.co.uk/advice/a-level-choices>

4. You have not studied the subject before but you feel that it will be very interesting and suit your strengths.

**But** you could be taking a big risk – many sixth formers have misconceptions about new subjects.

The most important thing that your teachers will be looking for as you make your choices is *evidence*: either, evidence that you are *good enough* at GCSE Level to take the subject at A Level; or, evidence that you are *interested enough* in a subject to take an A Level if you have not studied it at GCSE.

For example, in order to choose English Literature you would need evidence of at least a Level 5 at GCSE and you should enjoy reading poems, plays and novels. For Economics, which you will not have studied at GCSE, you should have a real interest in current affairs issues such as 'Is Brexit good for the British economy?', and be able to achieve English Language, English Literature and Mathematics at GCSE Level 5.

## Russell Group Universities

Many of you will make your A Level choices not knowing what you want to study at university or what sort of job you want to do. Therefore choosing some of the facilitating subjects i.e. subjects that are commonly asked for as an entrance requirement (Biology, Chemistry, English, Geography, History, Maths, Physics and Modern and Classical Languages and also Art and Music for related degrees) will keep open more options when you do decide!

A small number of universities and courses have preferred and non-preferred lists of A Levels, such as Bath, LSE, Sheffield and UCL.

These ideas are developed further in a document called **Informed Choices**, produced by the Russell Group (a grouping of some of the most selective universities in the UK) in collaboration with the Institute of Career Guidance.

<http://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

And further information can be found at: [www.russellgroup.ac.uk](http://www.russellgroup.ac.uk)

Also please refer to: [www.university.which.co.uk](http://www.university.which.co.uk) >Get Advice

## PATHWAY B: BTECs

### Entry requirements

- Grade 4 in English Language and Mathematics **and**
- Three C grades at GCSE or two C grades and a grade 4 in English Literature.

### BTEC National and Extended National Diploma and National Extended Certificate

These are equivalent to standard A Levels but use more varied assessment methods such as coursework and controlled assessments.

- BTEC Level 3 National Extended Certificate is equivalent to one A Level and is often taken alongside other BTEC or A Level subjects.
- BTEC National Diploma is equivalent to two A Levels and often taken with another BTEC or A Level subject.
- BTEC Extended National Diploma is equivalent to three A Levels and should not be studied with any other qualifications.

### What could this qualification lead to?

These qualifications carry UCAS points and are recognised by higher education providers as contributing to meeting admission requirements to many relevant courses if taken alongside other Level 3 qualifications as part of a programme of learning. Depending on the other qualifications students have taken, they can progress to a degree programme in line with the sector they have studied. Progression can be direct to an honours degree or to a Higher National, a Foundation Degree, or a Higher Apprenticeship. Learners should always check the entry requirements for degree programmes with specific higher education providers.

### *At JFS we offer:*

### BTEC Level 3 National Extended Certificate in Business (equivalent to one A Level)

The content of this qualification has been developed in consultation with schools to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the business sector.

Learners taking this qualification will study mandatory units, which make up 100% of the learning programme covering the following content areas:

- business environments
- marketing and budgeting.

## **BTEC Level 3 National Diploma in Business (equivalent to two A Levels)**

Comprises eight units of which six are mandatory and three are external.  
Mandatory content (83%). External assessment (45%).

The Diploma is designed to be the substantive part of a 16-19 study programme for learners who want a strong core of sector study. The proportion of mandatory content ensures that all learners are following a coherent programme of study and are acquiring the knowledge, understanding and skills that will be recognized and valued. The mandatory units are:

- Exploring Business
- Developing a Marketing Campaign
- Personal and Business Finance
- Managing an Event
- International Business
- Principles of Management

### **Externally assessed units**

The styles of external assessment used for qualifications in the business suite are:

- Examinations – all learners take the same assessment at the same time, normally with a written outcome.
- Set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

### **Internally assessed units**

Learners will be given opportunities to:

- Write up the findings of their own research.
- Use case studies to explore complex or unfamiliar situations.
- Carry out projects for which they have choice over the direction and outcomes.
- Demonstrate practical and technical skills using appropriate presentations.

## **BTEC Level 3 National Extended Certificate: Creative Media (equivalent to one A Level)**

The content of the qualification relates directly to the skills and understanding needed for further study in creative digital media production and has been developed in consultation with higher education. Over three units of mandatory content, learners gain a broad understanding of the subject and learn the skills to produce media artefacts. They develop their ability to analyse and deconstruct media images and representations. They learn the communication and planning skills needed to work in teams through vocational media projects. An optional introductory unit in a particular media sector such as, publishing, games, film or radio, allows learners to create engaging digital media content and platforms.

## **WJEC Level 3 Diploma in Food Science and Nutrition (equivalent to one A Level)** (Replacing BTEC Hospitality and Catering)

Food science and nutrition is relevant to many industries and job roles. This is an Applied General qualification meaning that it is designed, primarily, to support learners' progression to university. It offers exciting and interesting experiences that focus learning for 16-19 year olds through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food production industry. Learners complete three units – two mandatory and one optional.

**Mandatory Unit 1:** Enables the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts and through on-going practical sessions, gaining practical skills to produce quality food items to meet the needs of individuals.

**Mandatory Unit 2:** Allows learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production. Practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

**Optional Unit:** Studying one of the two optional units will allow learners the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

### **ASSESSMENT**

Using a combination of internal and external assessment with a 50% split between them. The external assessment is a 90-minute examination plus 15-minutes reading time. Internal assessment will take place through the completion of a series of assignment briefs.

## **BTEC Level 3 National Extended Diploma in Art and Design (equivalent to three A Levels)**

Intended to be studied over two years as the substantial qualification in a learner's study programme. It comprises 13 units of which seven are mandatory. External assessment is 42%.

The qualification is designed for post-16 learners who want to study art and design-related degree courses in higher education. Learners gain knowledge and understanding of visual communication and the creative process to develop their creative voice. They develop understanding of the importance and influence of the work of artists and designers to develop and realise their creative intentions. They produce a portfolio of art and design work to support progression to higher education. Optional units allow learners to gain knowledge in areas such as fashion, textiles, graphics, photography, 3D studies and fine art.

*PTO ...*

## **BTEC Level 3 National Extended Diploma in Art and Design (equivalent to three A Levels)** *... continued*

### **Mandatory units:**

- Visual Recording and Communication
- Critical and Contextual Studies in Art and Design
- The Creative Process
- Materials, Techniques and Processes in Art and Design
- Developing an Art and Design Portfolio
- Managing a Client Brief
- Developing and Realising Creative Intentions

### **Externally assessed units:**

Each external assessment for a BTEC National is linked to a specific unit. Each assessment is taken under specified conditions then marked externally and a grade awarded. The styles of external assessment used for qualifications in the Art and Design suite are:

- Performance – learners prepare for assessment over an extended window and demonstrate skills that generate some non-written evidence.
- Set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

### **Internally assessed units:**

Most units in the sector are internally assessed and subject to external standards verification. This means that the assignments set and assessed provide the final summative assessment of each unit. Learners will be given opportunities to do some of the following:

- Write up the findings of their own research.
- Use case studies to explore complex or unfamiliar situations.
- Carry out projects for which they have choice over the direction and outcomes.
- Demonstrate practical and technical skills using appropriate tools and processes.

## **How does the qualification provide transferable knowledge and skills for higher education?**

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- The ability to learn independently
- The ability to research actively and methodically
- To be able to give presentations and be active group members
- Reading varied texts
- Audio-visual literacy
- Effective writing
- Research and analytical skills
- Creative development
- Preparation for assessment methods used in degrees.

## **PATHWAY C: CACHE**

### **Entry requirements**

- Grade 4 in English Language and Mathematics **and**
- four C grades at GCSE or three C grades and a grade 4 in English Literature.

### **CACHE Diploma in Childhood Studies**

While this course will give you the knowledge, skills and experience to work in a childcare setting, the vast majority of our students progress onto higher education courses in a related field – see below. This course is the equivalent of three A Levels.

This course will give you the knowledge, skills and experience, to work in a childcare setting. The following units are covered:

- Work with young children
- Foundations to caring
- The developing child
- Health and community care
- Play, curriculum and early learning
- Work with babies in the first year of life
- Preparation for employment
- The provision of services and protection of children
- Anti-discriminatory practice
- Working with parents.

Note: Currently this course will take up your whole timetable and is not studied with any other A Levels but it still gives you the equivalent of 3 A Levels.

### **Progression for our students**

Mostly higher education courses, often at Russell Group Universities in degrees such as; Sociology; Childhood Studies; Psychology; Speech Therapy; Media, Culture and Society; and Early Years and Primary Education.

## **PATHWAY 2: BTEC LEVEL 2 FIRST DIPLOMA IN BUSINESS (EQUIVALENT TO FOUR GCSEs)**

### **Entry requirements**

- Grade 3 in English Language and Mathematics **and**
- two D grades at GCSE or one D grade and a grade 3 in English Literature

This suite of qualifications provides opportunities for learners to progress to either academic or more specialized vocational pathways. It has a core of underpinning knowledge, skills and understanding and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

The BTEC First qualifications have core, mandatory and optional specialist units. Units include:

- Enterprise in the Business World
- Finance for Business
- Small Business Planning
- Promoting a Brand
- Principles of Marketing
- Introducing Project Management

The First Diploma in Business includes two externally assessed units. This approach will also assist learners with developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts. The remaining units are internally assessed. Internal assessment allows learners to develop a wider range of skills and to provide evidence towards meeting the unit assessment criteria.

## **ENGLISH AND MATHS GCSE**

All students who do not attain a good pass in their GCSE English Language and Mathematics courses are required by law to continue to study these subjects. For all students in the Sixth Form who have not gained a good pass, we will provide lessons and support to help them gain these vital qualifications

## CURRICULUM CHANGES 2017-2019

A Levels, BTECs and GCSEs are currently undergoing significant change. For students, now in Year 11, here are some of the key points about the changes, both to A Levels, BTECs and for GCSE.

**What is changing about A Levels?** In September 2017 all of the A Levels offered by JFS will be using new specifications in line with the national reforms to A Levels introduced by the government.

In the past an AS Level, studied in Year 12, was worth 50% of the whole A Level. All Year 12 students sat AS examinations in May-June. In the new system the AS Level has been de-coupled from A Level and examinations for the final A level will take place at the end of Year 13. Therefore, a key impact will be that students will face considerably more exams at the end of the two year programme in the summer of Year 13. As at present, revision skills and practice exams will be built into all of our courses though with more time devoted to these.

**Will AS Levels still exist though?** Yes in the new courses, a separate AS Level qualification will remain. However, no marks from the new AS Level qualification will contribute to the overall final grade of the A Level.

**What will be the school's policy with regard to AS Levels for my child, entering Year 12 in 2017?** Now that all subjects have become linear qualifications with terminal exams at the end of two years we will not enter students for AS examinations in any subject.

Why is this? We are keen to increase teaching time as much as possible so that the more demanding specifications of the linear subjects can be properly taught and so that there is ample time for examination practice and revision of two years' subject content in the latter stages of Year 13. It will enable departments to be more creative in their curriculum planning by, for example, bringing more challenging work into Year 12 and exploring topics in more depth, thus serving as a more effective preparation for university. Sitting AS exams which do not contribute to the overall A Level grade, in our view, would result in a wasted opportunity in terms of the creative planning of the curriculum and result in less of a rounded educational opportunity for students.

There will, however, be practice exams in Year 12, held over a much shorter time period than the current AS examinations season, in order to provide students with information about progress and to provide the school with evidence on which to base university predictions for UCAS applications in Year 13. Predictions will also be based on work, attitude and potential observed throughout Year 12. Details of the timetable for these tests will be provided in September 2017.

**What is changing about BTEC Qualifications?** In September 2017 all of the BTEC qualifications offered by JFS will be using new specifications in line with the national reforms to BTECs introduced by the government. BTEC Level 3 Nationals are equivalent in standard to A levels, providing specialist qualifications for learners who have a clear line of sight to their future career or are planning to progress through further or higher education. Final qualification grades are based on a combined total of points earned from external (examination) and internal (controlled tasks and coursework) assessments. Grading is awarded as: Distinction\*, Distinction, Merit, Pass.

### **Will GCSE reforms have any impact on my child currently in Year 11?**

He/she has just begun new, reformed GCSEs in English Language, English Literature and Mathematics, which are more challenging than the old GCSEs and, as you will be aware, are to be graded on a scale from 9 down to 1.

### **If I have a child in Year 10 what impact will the curriculum changes have?**

He/she will be completing new GCSEs in Summer 2018. Therefore grades will be expressed on the 9-1 scale. Entry criteria for Sixth Form will also be adjusted to take account of the new GCSE grading. (All A Levels will have been amended by this stage (September 2018).)

### **Timetable for changes to 'A' Levels – date of first teaching in Year 12**

Sept 2015	Sept 2016	Sept 2017
<ul style="list-style-type: none"> <li>• English Language</li> <li>• English Literature</li> <li>• Art and Design (Fine Art/Photography)</li> <li>• Biology</li> <li>• Business Studies</li> <li>• Chemistry</li> <li>• Computing;</li> <li>• Economics</li> <li>• History</li> <li>• Physics</li> <li>• Psychology</li> <li>• Sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• French</li> <li>• Geography</li> <li>• Music</li> <li>• Physical Education</li> <li>• Spanish</li> <li>• Religious Studies</li> <li>• Theatre Studies</li> <li>• Modern Hebrew: (at time of print we are still not sure what the position is).</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Further Maths</li> <li>• Media Studies</li> <li>• Politics</li> </ul>

**A LEVEL SUBJECTS AVAILABLE FOR 2017-19**  
**(subject to demand)**

**ART**

**BIOLOGY**

**BUSINESS**

**CHEMISTRY**

**COMPUTING**

**DANCE**

**DRAMA & THEATRE STUDIES**

**ECONOMICS**

**ENGLISH LANGUAGE**

**ENGLISH LITERATURE**

**FRENCH**

**GEOGRAPHY**

**GOVERNMENT & POLITICS**

**HISTORY**

**MATHEMATICS**

**MATHEMATICS: FURTHER**

**MEDIA**

**MODERN HEBREW**

**MUSIC**

**PHOTOGRAPHY**

**PHYSICAL EDUCATION**

**PHYSICS**

**PSYCHOLOGY**

**RELIGIOUS STUDIES**

**SOCIOLOGY**

**SPANISH**