

בס"ד

# Hasmonean High School for Girls

Guide to Sixth Form 2025-2026



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Please note that all information contained in this booklet was correct at the time of publication, but may be subject to change or amendment, depending on the number of students expressing an interest in each subject.



וכל בניך למודי ה' ורב שלום בניך אל  
תקרי בניך אלא בוניך  
ברכות סד.

**And all your children will be the students of Hashem, and your children will have peace. Do not read 'your children', but 'your builders'.**

At Hasmonean High School for Girls, we pride ourselves on instilling within students attitudes and values that will serve them well throughout their adult lives. In accordance with our ethos of Torah im Derech Eretz, we deliver a combination of inspirational Jewish and secular studies in an inclusive, warm environment.

We feel that it is imperative that our students develop an appreciation of the roles and responsibilities that each of them has as an Orthodox Jewish member of British society. We educate Sixth Formers to become leaders themselves and to act as role models to younger students. Enthused by their teachers, Sixth Formers develop a passion for learning which enables them to progress to the next stages of their lives, whether this be yeshiva or seminary, university or employment. Students enter the Sixth Form as teenagers and leave it as young adults who are well-prepared for all that life has in store for them.

Students, if you want a school that will enthuse, educate and challenge you, and you are willing to work hard to realise your potential, then there is no better place for you to study. Hasmonean's Sixth Form offers you the opportunity to grow as individuals, broaden and deepen your studies, take on leadership roles and to make a positive contribution to your community and the wider community.

We look forward to welcoming you into our Sixth Form.

**Mrs K Brice**  
**Headteacher**

# WELCOME TO OUR SIXTH FORM

## **SIXTH FORM LIFE**

Sixth Form life is different to that experienced lower down the school; students choose to be here and to specialise in subjects they wish to pursue for personal and career reasons. Alongside their academic subjects, students have an extensive Jewish Studies programme.

When students enter the Sixth Form, they learn to take more responsibility for their own work, researching topics, reading widely, making presentations, completing extended essays or investigations and meeting deadlines. This requires guidance from teachers who are always there to help.

Sixth Form students play an important role in supporting extra-curricular activities and representing the school at public events, distinguishing them from other year groups.

Many Sixth Form students run clubs and societies for the younger students at lunchtimes and organise tzedokoh activities. They are encouraged to broaden their studies with extra-curricular activities, such as recreational art, technology projects and self-defense and first aid courses. Opportunities for students to develop new skills are embedded into the Sixth Form curriculum.

Sixth Form students do not wear a uniform; instead they are required to dress smartly and within the ethos of the school.

## **WORK: WHAT TO EXPECT**

The Head of Sixth Form oversees monitors each student's academic progress and collaborates with parents and external agencies as needed to support their development.

Students will be taught for the majority of the week, leaving free time in their timetable for independent study. Independent study is an important and integral part of A Level courses and will be the most noticeable change for students entering the Sixth Form. It demands considerable self-discipline and the proper use of study time. It is an extremely important factor in determining the degree of success achieved by students, whatever type of course is being followed. It is important that good study habits are established early in a students' Sixth Form career.

During Years 12 and 13, students' progress is closely monitored, and support and guidance is offered at regular intervals by the Head of Sixth Form. Towards the end of Year 12, mock examinations will be held in all A Level subjects. Failure in these examinations will provide strong evidence that a student is not coping or not putting in the necessary effort. In this situation, we will ask students and parents to discuss with the Head of Sixth Form whether the student would benefit from repeating Year 12. Please be aware that all courses are linear and only offered as a full A Level.

Students not doing the Level 2 Pathway must take 3 A Levels/BTECS in school. Students are permitted to take Further Maths, Biblical Hebrew or Modern Hebrew as a fourth A Level.

We are committed to providing a structured and positive learning environment for all our Sixth Form students, an environment that challenges them and prepares them for their future lives.

### **ENTRY CRITERIA:**

- To enrol on 3 A-level courses at Hasmorean, 6 Grades 9-4 at GCSE are required, including a minimum of Grade 4 in English Language or Literature.
- To enrol on BTEC only or a mixture of BTEC and A-level courses at Hasmorean 5 Grades 9-4 at GCSE are required, including a minimum of Grade 4 in English Language or Literature.
- In addition to the above, A Level and BTEC courses have their own subject specific entry criteria that students need to meet in order to take the course. Please see the subject pages for details.
- Students who do not meet entry requirements for BTECs or A Levels will be enrolled on the Level 2 Pathway.
- Students who have not achieved a Grade 4 in GCSE English and/or Maths will also need to retake these subjects.

### **SPECIAL EDUCATIONAL NEEDS (SEND):**

The School's SENDCo, Mrs M Sutton ([m.sutton@hasmorean.co.uk](mailto:m.sutton@hasmorean.co.uk)) can be contacted regarding any SEND issues, especially where a student has an EHCP. Evidence of any diagnosis will need to be sent to the school when starting.

### **EXAMINATION ACCESS ARRANGEMENTS:**

Access arrangements for internal students are automatically continued, subject to teachers confirming the allowances are still required. External students joining will need to make sure their former school sends our SENDCo (Mrs Sutton) copies of the Form 8 and additional evidence for a new application to be considered.

# *OPPORTUNITIES IN THE SIXTH FORM*

- Participate in a wide range of extra-curricular activities
- Attend university open and taster days
- Organise and run Sixth Form and other school events
- Educational trips to Poland and various locations in the UK
- Acceptance to the best Yeshivot and Seminaries
- Develop interpersonal skills, for example, you could join the mentoring programme and assist with lower year groups
- Volunteering Fair where students have the chance to sign up and help various charities
- Become a member of the Sixth Form Leadership Team
- Access a range of A Levels and Level 2/3 vocational courses
- Complete an EPQ to independently explore a chosen topic, developing research, analytical, and project management skills.

Students are prepared for further education and university in a variety of ways:

- One-to-one support with personal statements
- One-to-one discussion with the Head of Sixth Form for help with university choices
- Access to Unifrog to assist with university choices
- Access to Oscar Education, a Sutton Trust platform that supports students in applying to Russell group university
- Access to MySuperCurricular, which provides subject and career enrichment opportunities to enhance academic profiles
- Oxbridge preparation
- BMAT and UKCAT preparation for Medical School
- Visit to University of Cambridge and/or Oxford
- UCAS guidance
- Higher Education Fair
- Higher Education Information Evening
- Lunchtime workshops with specific careers focus
- Interview techniques and mock interviews
- Careers advisors
- Internship opportunities
- ORT JUMP – Jewish professional mentor placement scheme
- Support and advice on results day
- General advice and guidance where needed

# *CAREERS SUPPORT IN THE SIXTH FORM*

Sixth Form pupils have a careers programme that meets Gatsby Benchmarks requirements for careers provision.

In Year 12, students participate in a 10-15 minute careers interview with an advisor to discuss their progress in A Levels, review university courses that may require specific subjects for entry, and explore future career aspirations. This meeting also considers potential employment areas suited to each student's interests and skills, providing tailored guidance on academic and career pathways.

In Year 12, pupils will undertake a week-long period of work experience in July during Activities Week. Pupils will be expected to arrange their placements within a work sector that complements their A Level or future degree studies.

Pupils will be granted authorised absences to visit universities during their open days to discuss undergraduate courses with admissions tutors.

Many pupils will also get academic and careers support from the ORT JUMP programme. In Year 12 and 13, pupils will be invited to attend the Yashar Futures guest speakers' programme to listen to employers and employees from various sectors to talk about their working life. Yashar Futures day takes place in Year 12, where students hear from alumni and other professionals about different university degrees and possible career paths.

In the summer term, Year 12 pupils will also receive regular information around UCAS, where they will be informed for the general university applications process and discuss writing their personal statements.

# INFORMAL EDUCATION

Informal Education is a very exciting feature of Hasmonean Sixth Form, which includes trips, shabbatonim, activities, and more. Students are encouraged to challenge, to ask questions and to think innovatively. The aim of the department is to inculcate a love of Judaism through its activities. Working in conjunction with the Jewish Studies Department and the school as a whole, we aim to achieve this goal through experiential learning, relationship building and fun activities.

The many cross-curricular activities that the Informal Education Department run are consistent with the school's ethos of "תורה עם דרך ארץ". The department works with external organisations to enhance the quality of its offerings by using resources available in the community, such as guest speakers.

An important objective of the department is to promote the benefits of residential trips, providing students with the opportunity to experience and explore Judaism and its rich history in a relaxed and enjoyable environment. Students are also given the opportunity to work on their leadership skills by assisting with school trips for lower year groups in the school.

In addition to residential weekends, the school organises a landmark trip to Poland, giving Year 12 students an understanding of their past and an appreciation of the role they can help play in shaping the future.

Involving students in their own education is a main focus of the Informal Education department. All of the clubs and societies that are run by the Sixth Form are facilitated by the Informal Education Department. Very often, Sixth Form students will act as madrichim or mentors.

Sixth Formers are active throughout the school and are involved in societies such as the Israel Society, Tzedakah Department, Living Torah newsletter, Daily Nach Consortium, Chessed Society and the Davening Society. In addition to leading all of these clubs, students are active in organising initiatives such as Mishna Munch and Learn to Lead. Students also assist with programmes for the lower years such as on Chanukah and Tu b'Shvat, as well as the highly successful Rosh Chodesh programmes.

Informal Education supplements the formal curriculum. Its activities are designed to add "something special" to the school day. In addition to being wonderful character builders, these extra-curricular activities are exactly what universities want to see on a UCAS form and make for good interview material as well!



# THE MIDRASHA

The Midrasha Programme offers Jewish Studies as you have never experienced it before! The classes are diverse and engaging, and cover a wide range of topics, both classic and contemporary. This enormously popular programme is an integral part of the Sixth Form curriculum in which every student participates. Sessions are integrated into the school day and are a blend of textual and conceptual learning.

- The Midrasha allows for/helps develop personal and spiritual growth.
- A range of resources are used to develop and consolidate learning skills.
- The Midrasha encourages students to learn in a variety of ways and styles, and provides outstanding role models.

These are some of the elements of the Midrasha Programme:

- Students work three times per week in Chabura – small groups with a teacher – with whom a close connection can be formed.
- There are weekly Shiurim in Hashkafa and Halacha as well as further options to suit all, such as contemporary Torah issues and fundamentals, Jewish History, Women in Tanach, Medical ethics etc.
- Amazing shabbatonim and informal education such as the legendary Poland trip.

This exciting, innovative programme aims to provide each student with the necessary Jewish literacy skills for life, as well as preparing her for the Seminary of her choice - creating the future leaders of our community. The Jewish Studies Department at Hasmonean has built some very strong ties with a great number of seminaries in Israel enabling us to provide full guidance and a support structure to help students make the correct choice for their gap year.

# *PSHE/RSE*

Students are provided with a tailor made RSE and PSHE programme that prepares them for life in Modern Britain.

The PSHE sessions provides a space for students to be informed about a range of relevant information. Lessons range from mental health, internet safety to healthy eating. We have worked closely with JWA to create sessions which provide our students with information about healthy relationships and how to look out for themselves and others. This programme is in conjunction with the work of the Midrasha and within the ethos of the school and British Values. As Keshers our students are given introductory safeguarding information to enable students to look out for each other and be confident in reaching out. PSHE sessions are delivered fortnightly and are led either by a member of staff or external facilitators who are experts in their field. Hasmonean prides itself in creating a safe environment for students and after each presentation students are given guidance concerning where to access more information about topics discussed, both inside and outside of the school.

Using the online platform Unifrog, students find out more about life beyond school. It includes resources on rights and responsibilities at work, how to write a CV and students are directed toward different tools to develop their understanding. Unifrog also includes university courses and universities across the country. The tool provides an incredible amount of detail about courses, including entry criteria and how to write personal statements. We have partnered with InvestIn to provide students with information about courses, industry experience days and talks which cover such areas as interview skills, networking and employability skills.

# COURSES



# ART & DESIGN

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL 9FAO/01 and 02 (FINE ART) 9GCO/01
CONTACT:	MR L. BAZEN

## WHAT WILL I STUDY?

The A Level begins with a thorough introduction to assessment objectives, exam board marking schemes and exemplar work. Studying A Level Fine Art gives students, the opportunity to complete a personal study portfolio in which they will develop their own ideas and practical skills in a wide range of media using a variety of techniques. They will study the work of artists or designers, analysing their work and studying it in its wider historical context through a written essay. Students will reflect on their own work and refine it in order to complete a final piece using all knowledge gained from their studies. Teachers will guide the students in selecting to study Fine Art. An emphasis is placed on complex ideas from the start of the course. Students are taught to develop their project in a highly personal and original way, resulting in very high quality work. Students keep a working journal in the form of a sketchbook as well as working on a larger scale as appropriate.

## HOW WILL I BE ASSESSED?

Students' work is assessed by the Art Department and then the department is assessed by an Edexcel moderator.

### Component 1 (Internally Set Coursework):

12% Personal Study / Essay

48% Personal Investigation / Coursework

### Component 2:

40% Externally Set Assignment / Exam

Students are required to produce evidence of the following assessment objectives:

- Develop
- Explore
- Record
- Present

Students will receive regular individual tutorials with teachers and detailed feedback explaining how to improve their work and meet assessment objectives. Students will receive a combination of whole class and individual skills lessons based on their projects throughout the course.

## ENTRY CRITERIA

- 5 Grade 9-4
- Grade 6 in GCSE Fine Art
- Grade 4 in GCSE English Language or Literature
- Grade 5 in GCSE English Language or Literature is preferable.

Decisions will be made on the basis of the portfolio presented and work ethic.

# BIBLICAL HEBREW

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7677
CONTACT:	MRS M. GOLDBLATT

## WHAT WILL I STUDY?

Biblical Hebrew is a unique subject which will give you the opportunity to develop and apply advanced analytical and evaluative skills by studying a range of Biblical texts.

You will study four set texts, two prose and two poetry. The four set texts are taken from I Samuel, II Kings, Jeremiah, and Psalms. Through your study you will develop your knowledge of the complexities of Biblical Hebrew grammar and your ability to analyse and evaluate ancient literature. You will also read some additional texts in order to understand the context from which the set texts have been taken.

Throughout the course, you will develop your ability to translate and understand unfamiliar Biblical Hebrew texts, both prose and prophetic poetry. You will also work to gain a greater understanding of Biblical Hebrew form, style and pointing in order to translate short prose texts from English into Biblical Hebrew.

Studying Biblical Hebrew at A Level will give you a completely new perspective on Biblical texts, while also helping you to develop the textual and critical thinking skills that are essential for both seminary/yeshiva and university.

## HOW WILL I BE ASSESSED?

You will be assessed through three examination papers.

### Paper 1: Translation, comprehension and composition (50%)

- Unseen prose (translation, comprehension and pointing)
- Unseen poetry (translation and comprehension)
- Composition from English into Biblical Hebrew

### Paper 2: Prose literature (25%)

- Set text comprehension, translation and analysis (set texts 1 and 2)
- Set text essay (set text 2)

### Paper 3: Poetry (25%)

- Set text comprehension, translation and analysis (set texts 3 and 4)
- Set text essay (set text 4)

## ENTRY CRITERIA

- 5 Grade 9-4
- Grade 6 or above in GCSE Biblical Hebrew
- Grade 4 or above in GCSE English Language or English Literature

# BIOLOGY

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7402
CONTACT:	MS I. ORDMAN

## WHAT WILL I STUDY?

Biology is one of the most popular A Level subjects in the country, attracting students studying a wide range of other subjects. Many students enjoy the subject so much they eventually choose a biologically related degree. Others go on to careers in law, computing, accounting or teaching. Whatever field of work you will eventually work in, you will find Biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

In the first year the main topics you will study are: Biological Molecules, Cells, Organisms exchange substances with their environments and Genetic information, variation and relationships between organisms. Practical work is at the heart of Biology, with six required practicals embedded into the year.

In the second year you will be building on the firm foundation of year one by consolidating and expanding that knowledge. The topics covered are: Energy transfers in and between organisms; Organisms respond to changes in their environments; Genetics, populations, evolution and ecosystems and the control of gene expression. Practical work again features heavily with another six required practicals across the topics. During this section of the course, students are required to show competency in all areas of practical skills in order to gain a pass in the practical endorsement section of the qualification that universities will be looking for.

The Biology A Level course helps students develop a number of skills:

- How to collect data and evaluate it
- How to investigate facts and use deduction
- How to put over your point of view effectively
- How to take responsibility for your own learning

## HOW WILL I BE ASSESSED?

There are three, two hour written paper:

- Paper 1 covers just the Year 1 Biology topics and practicals, is 91 marks and makes up 35% of the A Level.
- Paper 2 covers the Year 2 Biology topics and practicals, is 91 marks and makes up 35% of the A Level.
- Paper 3 covers all Biology topics and practical's from the two years, is 78 marks and makes up 30% of the A Level.

The required practicals will make up 15% of the written exam papers.

## ENTRY CRITERIA

- 5 Grade 9-4
- Grades 7-7 in Combined Science  
OR  
Triple Science: Grade 7 in Biology and Grade 7 in one other science
- Grade 6 or above in GCSE Mathematics
- Grade 6 or above in GCSE English Language or English Literature

# BUSINESS

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL 9BS0
CONTACT:	MRS P. KLINGER

## WHAT WILL I STUDY?

Many of the topics covered in Business will be familiar to people who have gone shopping or are aware of businesses in our local high street. These include how companies meet customer needs, market their products and how entrepreneurs develop business ideas such as in 'The Apprentice'. Areas such as business finance and business growth and competition will also be covered as well as wider themes such as globalisation and international trade practiced by large firms such as Nike and Apple.

## HOW WILL I BE ASSESSED?

You will be taught four themes over the two years. There will be 6 hours of exams over three papers of two hours length each covering all four themes.

## ENTRY CRITERIA

- 5 Grade 9-4
- Grade 5 in Mathematics
- Grade 5 in English Literature or English Language
- You do not need to have studied GCSE Business, although this would be an advantage
- If you wish to study Business A Level, it is not recommended that you combine this with A Level Economics.
- The Business exams require numerical and essay writing skills with an ability to analyse a business case study.

An undergraduate degree in Business often leads to careers in marketing, finance and banking, human resources, as well as management in most business organisations.

All four themes are studied for the A Level and will be assessed at the end of Year 13:

### Year 12

Theme 1: Marketing & People

Theme 2: Managing Business Activities

### Year 13

Theme 3: Business Decisions & Strategy

Theme 4: Global Business

# CHEMISTRY

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL 9CH0
CONTACT:	DR A. WHYTE

## WHY STUDY CHEMISTRY?

“A qualification in Chemistry opens doors to a wide range of careers”.

As well as practical knowledge of the subject, chemistry students develop many other skills prized by employers such as problem solving, numeracy, communication, creativity and data analysis.

## WHAT WILL I STUDY?

A Level Chemistry enables students to:

- Develop an understanding of fundamental concepts of Chemistry including abstract ideas, chemical synthesis and chemical analysis
- Develop practical laboratory skills through a rigorous course of core practical experiments

## HOW WILL I BE ASSESSED?

A Level Chemistry is a linear qualification; assessments will take place at the end of the two-year course. Students will be expected to carry out practical activities. Although the actual practicals do not contribute to the final grade, questions within written examination papers will aim to assess the knowledge and understanding that students gain while carrying out practical activities. At the end of the course, based on successful completion of core practicals, a Teacher Assessed Competency Grade will be reported alongside the final grade.

The A Level exam consist of 3 papers.

Paper 1: (9CH0/01) Advanced Inorganic and Physical Chemistry

Paper 2: (9CH0/02) Advanced Organic and Physical Chemistry, each of these papers is 1 hour 45 minutes (90 marks each), and is 30% of the total qualification.

Paper 3: (9CH0/03) General and Practical Principles in Chemistry.

This paper is 2 hours and 30 minutes (120 marks), is 40% of the total qualification. Half of the questions will test students' knowledge and understanding of practical skills and techniques.

## ENTRY CRITERIA

- Combined Science: Grades 7-7

Or

- Triple Science: Grade 7 in Chemistry and in one other science.
- 5 Grades 9-4
- Grade 6 or above in GCSE Mathematics
- Grade 5 or above in GCSE English Language or Literature



# COMPUTING

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA
CONTACT:	MR R. KESSLER

## WHAT WILL I STUDY?

This course has been designed for students who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial. You can study Computing and go on to a career in medicine, law, business, politics or any type of science.

The course is not about learning to use tools or just training in a programming language, although you will learn how to programme. The emphasis is on computational thinking which is a reasoning used by both humans and machines. Thinking computationally is an important life skill and requires the use of abstraction and decomposition. The study of computation is about what can be computed and how to compute it.

Computer Science involves questions that have the potential to change how we view the world. For example, we may be computing with DNA at some stage in the future, with computer circuits made of genes. This leads to the question, does the natural world 'compute'? Experimental Computer Science can be done with computers, where we can learn more about the natural world by observing the emergent behaviour of a colony of interacting software agents in a simulation.

Computing/Computer Science is about designing new algorithms to solve new problems. In this sense, Computer Science is no more about computers than astronomy

is about telescopes. Many great challenges lie in the future for Computer Scientists to solve. This course, with its emphasis on abstract thinking, general problem-solving, algorithmic and mathematical reasoning, and scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

## HOW WILL I BE ASSESSED?

On screen exam: 2 hours 30 minutes 40 % of A Level. This paper tests the students' ability to programme and their theoretical knowledge.

Written exam: 2 hours 30 minutes, 40 % of A Level. This paper will test the students' knowledge of the subject content.

Non-exam assessment (coursework): 20% of A Level. This is an opportunity for the student to demonstrate their skills and knowledge, investigating and solving a practical problem.

## ENTRY CRITERIA

- 5 Grades 9-4
  - Grade 4 in English Language or Literature
  - Grade 6 in GCSE Computing
- OR
- Grade 6 in GCSE Mathematics if you have not taken GCSE Computing

# ECONOMICS

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL 69ECO
CONTACT:	MR J. GRAHAM

## WHAT WILL I STUDY?

Much of the language of Economics is familiar to all of us. Economists discuss issues such as interest rates, inflation, unemployment, the exchange rate and international trade. During the course, students will investigate issues including the financial crisis and EU membership. We also cover micro-economics, looking at demand and supply, how markets work/why they fail and business behaviour.

## HOW WILL I BE ASSESSED?

Six-hour examination with three papers covering all four themes

## ENTRY CRITERIA

- 5 Grades 9-4
- Grade 6 in GCSE Mathematics
- Grade 6 in GCSE English Language or English Literature

We strongly recommend that at least one of these other A Levels are studied if choosing Economics: English, History, Geography or Mathematics.

If you want to study Economics at university, it is highly recommended you also take A Level Mathematics. An undergraduate degree in Economics most commonly leads to a career in areas such as law, banking, accountancy, politics, journalism, public administration e.g. as a statistician and, of course, economics.

All 4 themes are studied for the A Level and will be assessed at the end of Year 13.

<b>First Year</b>	<b>Second Year</b>
Theme 1: Introduction to markets and market failure	Theme 3: Business behaviour and the labour market
Theme 2: The UK economy – performance and policies	Theme 4: A global perspective

# ENGLISH LITERATURE

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA A LEVEL ENGLISH LITERATURE SPECIFICATION B
CONTACT:	MRS A. WEIDER

## WHAT WILL I STUDY?

You will study two units in this course: 'Aspects of Tragedy' and 'Elements of Crime Writing'. Each unit will be taught by a different English A Level Literature Specialist.

These units include a variety of literary texts, including Shakespeare's "Othello" and "Richard II", Fitzgerald's "The Great Gatsby", Agatha Christie's "The Murder of Roger Ackroyd" and Ian McEwan's "Atonement" – as well as a range of gripping poems, written by George Crabbe, Oscar Wilde and Robert Browning.

You will also prepare a folder of coursework that includes a response to an independently selected poetry and prose anthology/text.

## HOW WILL I BE ASSESSED?

Two exams (80%):

Paper 1A: Aspects of Tragedy (40%)

Paper 2A: Elements of Crime Writing (40%)

and a coursework submission of two essays (20%)

## ENTRY CRITERIA

- 5 Grades 9-4
- Grades 6 and 7 in GCSE English Language or GCSE English Literature (in either order).

## RECOMMENDED CRITERIA

- Grade 7 or above in both English Language & Literature.

Students should genuinely take pleasure in reading and responding to literary texts and be willing to read independently, including other fiction texts and literary criticism and theory. Students should be both eager and able to respond to texts verbally and in written form. Independent reading and research is integral for attaining success in the subject.

When choosing A Level courses, please note that the English Literature course, although fully reviewed in line with the school's ethos, occasionally includes some themes which are broader than some families and students may feel is right for them.

# FRENCH

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	FRENCH A LEVEL - 7652
CONTACT:	MRS F. KATZ

## WHAT WILL I STUDY?

The A level curriculum builds upon the language learning and skills embedded at GCSE. At Key Stage 5, students are exposed to a variety of authentic resources to improve their knowledge and skills in French.

This course has been designed to give you a profound understanding of your chosen language and its cultural underpinnings. Not only will you deepen your understanding of the mechanics of the language – such as grammar and vocabulary – but also expand your knowledge as to how people live and use language on a day-to-day basis.

The new specification has been developed in close consultation with universities and in particular the Russell Group. Universities and employers place a high value on languages and it aids entry into a wide range of degrees. You will develop your analytical, critical and comprehension skills, as well as your global awareness and essay writing, which are highly sought after and well recognised by the top universities.

You will:

- develop and build on skills learned at GCSE;
- achieve a sound basis for further study;
- gain an insight into another culture and society;
- widen your degree and employment prospects.

## Course Overview

The course is divided into four themes:

1. **Aspects of French Speaking Society:** Family; cyber-society; voluntary work.
2. **Multiculturalism in French Speaking Society:** Diversity; the marginalised; law and order.
3. **Artistic culture:** Heritage; contemporary francophone music; cinema.
4. **Aspects of political life:** Teenagers; demonstration; immigration.

**French Literature and Cinematography** - there is a wide range of literary texts to study of which one will be chosen by the teacher for study (i.e., *Un Sac de Billes* by Joseph Joffo) as well as an abundance of French films in which one will be chosen to watch and analysed (i.e., *'La Haine'*.)

**The Independent Research Project** - as part of the A level Speaking Exam, students have to prepare an independent research project of their choice.

## HOW WILL I BE ASSESSED?

There are three parts to the French A level course as follows:

**Paper 1:** Listening, Reading and Translation from French into English and vice versa.

**Paper 2:** Written Paper: two essays, one literary and one concerning cinematography.

**Paper 3:** Speaking: The Independent Research Topic and 1 of the 4 themes studied.

## ENTRY CRITERIA

- 5 Grades 9-4
- Grade 7 in GCSE French
- Grade 4 in English Language or Literature

# GEOGRAPHY

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL 9GEO
CONTACT:	MS R. CHALLICE

## WHAT WILL I STUDY?

Geography is a highly regarded academic subject recognised by universities and employers for the wide range of transferable skills it teaches including giving presentations, data and map analysis, completing research and essay writing. A wide range of careers are open to Geography graduates in the technological, financial, legal, environmental, social, and public sectors.

The A level examines relevant contemporary issues such as coping with climate change and other global hazards, globalisation, superpowers, health and human rights, managing water and energy resources and managing large scale, regional and local areas. It will help you to better understand the world today and consider different approaches to managing these challenges. Geography combines well with most subjects bridging the gap between humanities and science. It is often studied alongside Biology, Maths, Economics, History, Politics and Psychology.

## HOW WILL I BE ASSESSED?

A Level consists of 4 units:

Paper 1: (30%) Examination based on all the physical themes of the course.

Paper 2: (30%) Examination based on all the human themes of the course.

Paper 3: (20%) Examination based on the synoptic elements of all three themes

**Coursework (20%):** The student will independently conduct a research project on a theme of their choice and produce a written report on this using skills that will help them learn about producing a dissertation in preparation for university.

All these papers include a mixture of shorter knowledge based answers and more extended analytical and evaluative answers.

## ENTRY CRITERIA

- 5 GCSE Grades from 9-4
- Grade 6 in Geography
- Grade 5 in Maths
- Grade 5 in English Language or Literature

OR

- Grade 6 in Mathematics and Grade 6 in either English Language or Literature if you have not taken GCSE Geography

# HEALTH & SOCIAL CARE - BTEC

LEVEL OFFERED:	NATIONAL EXTENDED CERTIFICATE/NATIONAL DIPLOMA/NATIONAL EXTENDED DIPLOMA IN HEALTH AND SOCIAL CARE
SUBJECT CODE/EXAM BOARD:	EDEXCEL 601/7197/2
CONTACT:	MS R. CARLIER

## WHAT WILL I STUDY?

This course will appeal to those students interested in pursuing a career which involves caring for and interacting with people of all ages and backgrounds in society. This course can lead to employment in social work, childcare and nursing sectors.

The course is comprised of four units of work over two years which cover a variety of interesting and challenging topics. It is not possible to stop the course after one year as the structure of the BTEC requires two full years commitment.

What will you study and how will you be assessed for the single BTEC?			
Year 12	Unit 1 (90 credits)	Human Lifespan Development	58% is exam based
	Unit 14 (60 credits)	Physiological Disorders and their Care	42% is coursework based
Year 13	Unit 2 (120 credits)	Working in Health and Social Care	58% is exam based
	Unit 5 (90 credits)	Meeting Individual Care and Support Needs	42% is coursework based

## HOW WILL I BE ASSESSED? (National Extended Certificate)

For the single BTEC National Extended Certificate Two units will be externally assessed (exams) and two other units will be internally assessed as controlled assessment (see grid above). For the Double or Triple, it will also be a mixture of exams and coursework.

## ADDITIONAL QUALIFICATION

This BTEC will also be offered as a Diploma, which is equivalent to 2 A Levels. This will include three additional mandatory units (enquires into current research in health and social care, safe practices in health and social care and promoting public health and one additional optional unit from a variety of topics including sociological perspectives, psychological perspectives and nutritional health. It will also be offered as a Level 3 National Diploma in Health and Social Care, which is equivalent to 3 A Levels. This includes 13 units of which 8 are mandatory and 5 are optional.

## ENTRY CRITERIA - Single/Double

Essay writing and literary ability are necessary skills.

- 5 Grades 9-4 with a Grade 4 in GCSE English Language or Literature

# HISTORY

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL - 9HIO1
CONTACT:	MS S. JOFFE

## WHAT WILL I STUDY?

A wide range of British, European and World History will be studied. This includes Modern Russia from the Revolution to the end of Communism, Post World War II China and the Communist Leadership, Nazi Germany and the War of the Roses in England.

Many students who choose to study History do so because they enjoy the subject, but there are sound practical reasons too for choosing History.

Students who study A Level History have access to a wide range of career and higher education opportunities. By the end of your course you will have learnt how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively. These skills are recognised and valued by employers, universities and colleges.

History combines very well with other essay based subjects such as English, Government and Politics, Geography, and Economics.

History A Level provides an excellent foundation for a number of popular careers including Journalism, Law and Business. An A Level in History commands respect in interviews for the best universities as it is considered a challenging and worthwhile qualification.

## HOW WILL I BE ASSESSED?

Three exams (80%):

Paper 1E, Russia 1917-91 (40%);

Paper 2E, Mao's China, 1949-76 (20%);

Paper 3O, Lancastrians and Yorkists and Henry II

A coursework submission of one 4,000 word essay (20%)

## ENTRY CRITERIA

- 5 Grades 9-4
- Grade 6 in GCSE History
- Grade 6 in GCSE English Language or English Literature

An aptitude for writing essays and coursework is needed as well as to further develop your evaluative and analytical skills.

# MATHEMATICS

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	9MA0
CONTACT:	MRS M. LANDSBERG

## WHAT WILL I STUDY?

Mathematics at A Level is a subject worth studying for its own sake as well as being a sought after qualification in the workplace and in higher education. It is divided into three branches:

### Core (Pure) Mathematics:

This extends knowledge of such topics as Algebra, Trigonometry and Geometry as well as learning some new ones such as Calculus. The ideas in Pure Mathematics are interesting in their own right, but they also serve as a vital foundation for other branches of mathematics, especially mechanics and statistics.

### Mechanics:

This involves learning how to describe, mathematically, the motion of objects and how they respond to forces acting upon them. Many of the ideas form an introduction to modern fields of study such as robotics and biomechanics, as well as the more traditional ideas of engineering and physics.

### Statistics:

Students will learn how to analyse and summarise numerical data in order to arrive at conclusions and predictions about it. Statistics will be a big help in courses that involves the sciences, economics, geography and psychology

Students will extend the range of probability problems that they studied for GCSE by using the new mathematical methods studied in Pure Mathematics.

## HOW WILL I BE ASSESSED?

There will be three exam papers at the end of Year 13. They are two hours each and have equal weighting. All papers will allow the use of a calculator.

## ENTRY CRITERIA

- 5 Grades 9-4
- Grade 7 in GCSE Mathematics
- Grade 5 in English Language or Literature

## RECOMMENDED CRITERIA

- Grade 8 in GCSE Mathematics

An interest in Mathematics and analytical thinking is needed.



# MATHEMATICS FURTHER

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	9FM0
CONTACT:	MRS M. LANDSBERG

## WHAT WILL I STUDY?

Further Mathematics A Level will put students in an excellent position to study Mathematics or a subject with a very high mathematical content at university.

Areas of study are similar to that of Mathematics. However, Further Mathematics takes students further into the field of Pure Mathematics (Algebra, Trigonometry and Calculus) as well as developing their knowledge of Mechanics.

## HOW WILL I BE ASSESSED?

Year 12 students will study A Level Mathematics in Year 12 and Further Mathematics in Year 13. They are taught in a separate group from students taking only Mathematics A Level.

There are four exams lasting 1 hour and 30 minutes at the end of Year 13, of equal weighting, for the Further Mathematics A Level as well as the three exams for Mathematics A Level.

## ENTRY CRITERIA

- 5 Grades 9-4
- Grade 9 in GCSE Maths or Grade 9 in GCSE Further Maths
- Grade 5 in English Language or Literature

The ability to work at a quick pace and develop a high level of understanding is needed.

# MEDIA STUDIES - BTEC

LEVEL OFFERED:	BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE 601/7467/5 BTEC NATIONAL FOUNDATION DIPLOMA IN CREATIVE DIGITAL MEDIA PRODUCTION 601/7468/7
SUBJECT CODE/EXAM BOARD:	PEARSON NQF
CONTACT:	MR J. HOLDER

## WHAT WILL I STUDY?

This exciting vocational course is aimed at those students who have an interest in television and film and who may wish to pursue a career in the media industry. The exciting practical element will allow students to gain or develop creative and technological skills in video production using new media facilities to research, plan, shoot and edit a range of video projects. It will help students to understand a very powerful force in our society, and is a good introduction for a variety of higher education courses. Students also study advertising techniques for the creative media industry, media research and film and video editing techniques.

## HOW WILL I BE ASSESSED? (National Award)

One unit will be assessed with an external examination, one unit will be in the form of an assignment which is constructed and marked by the exam board, and two units will be internally assessed project work which incorporates practical assessments and demonstrations.

The units are based on 58% exam, 42% coursework:

- 1 Media Representations (90 credit) - exam
- 4 Pre Production Portfolio (90 credits) - coursework
- 8 Responding to a Commission (120 credits) – controlled assessment style exam
- 10 film production – fiction (60 credits) – coursework

## ENTRY CRITERIA

- A desire to learn about the media industry
- Creativity and an interest in film
- 5 9-4 with a Grade 4 in GCSE English Language or Literature

# MODERN HEBREW

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7672
CONTACT:	MRS F. KATZ

## WHAT WILL I STUDY?

Studying A Level Modern Hebrew will enrich students' knowledge of the language beyond GCSE level. Learning Modern Hebrew will enable students to converse in Hebrew and is very practical for those who visit, study or will live in Israel. Some of our A Level MH students, who go onto Seminary, are able to enter the 'Hebrew-speaking' streams.

## Course Overview

Subject content is divided into a few themes, all connected to Israel. Students will learn Jewish/Israeli culture and heritage, Israeli regions, Aliya, Israeli leaders, art, archaeology, Israeli politics and young people, Israeli law re crime and punishment, new trends in technology, Israeli family, non- Jewish citizens and equality, social issues, central or periphery society and more. Each of these areas of study will delve into the past and present of Hebrew-Speaking society.

Another part is Israeli literature, in short stories and a film. The A Level will also develop students' knowledge of Grammar. The content will give students the opportunity to explore one of these themes as an independent research project.

## HOW WILL I BE ASSESSED?

Paper 1 Reading and Writing: 2 hours and 30 minutes and will comprise about 40% of the final grade.

Paper 2 Writing (Literature): 2 hours and will comprise about 20% of the final grade.

Paper 3 Listening Reading and Writing: This includes listening to texts + multi task of Listening, Reading and Writing. This paper will comprise about 40% of the final grade.

## ENTRY CRITERIA

- 5 Grades 9-4
- Grade 7 in GCSE Modern Hebrew
- Grade 4 in English Lit or Language

### Social issues and trends

The Israeli family and evolution of the digital world in Israel

Marginalisation in Israeli Society and Migration in Israel

### Political and artistic culture

Israeli festivals and customs and Israeli art and architecture

Democracy in Israel and Israeli politics and young people

### Israeli Literature

Watching an Israeli film, discussing topics and writing essays regarding film content and cinematic affects.

Reading short stories - looking at different sides of Israeli society and writing about it.

# MUSIC

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL – BEAT A-LEVEL MUSIC CONSORTIUM
CONTACT:	MRS C. ALGRANATI

Students' will participate in Barnet's BEAT A Level Music Consortium. The course is taught partly in school and partly at Ark Pioneer Academy EN5 2BE. Afternoon lessons will be held on Tuesdays and Wednesdays, from either 3:45 to 5:45 pm or 4:45 to 5:45 pm. Students will be attending from several surrounding schools and so boys and girls will be taught together. As part of this course is taught off site, students need to be aware that whilst we will do our best, their timetables may be impacted leading to the possibility of missing alternate lessons every two weeks.

## WHAT WILL I STUDY?

This qualification fosters students' deep connection with music by enhancing their musical knowledge, understanding and skills, including performing, composing and appraising. Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of music's cultural significance, and reflect on its role how music is used in the expression of personal and collective identities.

You will be expected to:

- Develop performing skills with technical and expressive control, interpreting musical ideas in solo and ensemble settings, both in class and public concerts.
- Cultivate compositional skills, studying traditional harmony, and creating coherent musical ideas to meet various composition briefs.
- Demonstrate musical knowledge by perceptively commenting on structural, expressive, and contextual aspects of a wide range of music, including instrumental and vocal, traditional and modern set works.
- Hone analytical and appraising skills to make evaluative judgments across diverse music genres, spanning from the Renaissance to Hip-Hop, avant-garde classical to Jazz & Blues.

## HOW WILL I BE ASSESSED?

- Component 1 Performing: Coursework that is externally assessed (30%)
- Component 2 Composing: Coursework that is externally assessed (30%)
- Component 3 Appraising: Written exam that is externally assessed (40%)

## ENTRY CRITERIA

- 5 Grades 9-4
- Grade 5 in GCSE Music
- Grade 5 in musical instrument and/or grade 5 theory
- Grade 4 in in English Lit or Language

# PHYSICS

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7408A
CONTACT:	MR R. PERERA

## WHAT WILL I STUDY?

### First year

Students will start to unravel the universe starting with how to effectively investigate the world before plunging into the mysteries of the subatomic world and the weird nature of light. Students will continue their GCSE learning to a greater depth with forces and motion and broaden to new topics such as waves that are stationary as well as the properties of materials. Students will also learn how electric circuits really work and have those amazing Physics questions students have always wanted to ask, answered.

### Second Year

Students will continue their progression into understanding the very fabric of how our universe is constructed. They will learn the first levels of some of the most fundamental concepts in Physics such as simple harmonic motion and thermal energy transfers. Students will also learn how gravitational, electrical and magnetic fields are constructed along with their properties. The fun continues into deepening their understanding of radiation and radioactive decay. The course will end with students learning about how to look into space and then a (metaphorical) trip into space to see how it moves and how stars change in their life cycles.

## HOW WILL I BE ASSESSED?

The assessment is three externally assessed written examination papers, each lasting 2 hours. The first two are worth 34% each and the third being 32% of the course.

Paper one has content taught in the first year with paper two having content taught in the second year. The third paper includes the Astrophysics topic as well as the experimental and investigative techniques and skills which students will be learning throughout the two years.

### Certificate of Practical Competency

Students will be expected to complete 12 core practical experiments. These will lead to an endorsement of practical skills in Year 13. This endorsement does not count towards the A Level grade. It is based on the skills developed, including planning experiments, collecting data, analysing experimental results and making conclusions.

## ENTRY CRITERIA

- 5 Grades 9-4
- Grade 7 or above in GCSE Mathematics
- Grade 5 or above in GCSE English Language or English Literature
- Combined Science: Grades 7-7  
OR
- Triple Science: Grade 7 in Physics and in one other science.

# POLITICS

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	EDEXCEL ADVANCED GCE IN POLITICS (9PL0)
CONTACT BOTH SCHOOLS:	MRS A. SHIRAZI

## WHAT WILL I STUDY?

Students will be able to read about the current political affairs of the UK and the USA and be able to apply their knowledge and skills to gain an in-depth understanding of events and political processes.

Importantly, students will be able to apply their learning to countries and governments not included in these studies and evaluate them in terms of western democratic principles.

### Component 1- UK Politics

Political Participation, students will study democracy and participation, political parties, electoral systems, voting behaviour and the media.

- Core Political Ideas, students will study conservatism, liberalism, socialism.

### Component 2 - UK Government

- UK Government - students will study the constitution, parliament, Prime Minister and executive relationships between the branches.
- Optional Political Ideas - students will study Feminism and the differences within the ideology.

### Component 3 - Comparative Politics

- Students will follow the USA option.
- For USA (3A) - students will study the US Constitution and Federalism, US Congress, US Presidency, US Supreme Court, democracy and participation, civil rights.

## HOW WILL I BE ASSESSED?

- Component 1: Written examination of 2 hours – 33% of the total mark
- Component 2: Written examination of 2 hours – 33% of the total mark
- Component 3: Written examination of 2 hours – 33% of the total mark

## ENTRY CRITERIA

- 5 Grades 9-4
- Grade 5 in English Language or English Literature

## RECOMMENDED CRITERIA

- Grade 6 in GCSE History/Geography/RS

A willingness to read the newspaper follow current events and the ability to understand both sides of a political argument in the context of the UK and the USA are needed. This provides examples to back up points made in assessment essays. Whilst the provided textbooks are good, strong knowledge of real-life politics adds a lot more detail.

# ART AND DESIGN - TEXTILES

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7562
CONTACT GIRLS SCHOOLS:	MRS C. MACNEILL

## WHAT WILL I STUDY?

Students will continue working with the same assessment objectives used in GCSE. Students will begin with an introduction of the exam board expectations, marking and exemplar work. The course will begin with extending the Textiles fine art skills in recording ideas and observations, alongside the new more technically demanding practical creative skills. Students will complete a personal study portfolio of work developing their own ideas and outcomes. Students will study the work of different designers and artists, and historical contexts through producing the written essay. All students will study Fashion Textiles and produce demanding personal responses to complex themes, resulting in very high quality work. Students will work on a variety of Portfolios and sketch books to present their work.

## HOW WILL I BE ASSESSED?

Students' work is assessed by the Textiles and Art Department and then the department is assessed by an AQA moderator.

- Paper 1 (30%) – Technical principles written exam
- Paper 2 (20%) – Designing and making principles written exam
- Coursework (50%) – Students create a written or digital design portfolio with evidence of final prototype. Coursework is divided into the following five sections: Identify and investigate design possibilities, producing a design brief, development of design proposals, development of design prototypes and analysis and evaluating.

Students will receive regular individual tutorials with teachers and detailed feedback explaining how to improve their work and meet assessment objectives. Students will receive a combination of whole class and individual skills lessons based on their projects throughout the course.

## ENTRY CRITERIA

- 5 Grades 9-4
- Grade 6 in GCSE Art and Design Textiles.
- Grade 4 in GCSE English Language or English Literature

A willingness to work independently and a creative flair is also important.

# PSYCHOLOGY

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA PSYCHOLOGY 7182
CONTACT:	MRS E. MAURER

## WHAT WILL I STUDY?

Through their science-based approach to the study of Psychology A Level, students develop knowledge and understanding of concepts, theories, research studies, research methods and ethical issues in key areas of Psychology. Students develop skills of analysis, evaluation and interpretation in these areas as well.

Areas for study in Year 1 are:

- Social Influence – Conformity, obedience and minority influence
- Memory – Models of memory, explanations of forgetting and eyewitness testimony
- Attachment - Explanations of attachment, types of attachment and influence of early attachment on relationships
- Approaches in Psychology - Assumptions of the learning approach, cognitive approach and biological approach, biopsychology
- Psychopathology - Definitions of abnormality, mental disorders and treatments
- Research Methods - Methods, scientific process, data handling and analysis

Areas for study in Year 2 are:

- A Level Year 1 content as above
- Issues and debates in Psychology - including gender and culture bias, free will and determinism and the nature-nurture debate

- Cognition and development - theories of cognitive development, theories of social cognition
- Schizophrenia - classification and diagnosis, explanations and treatments
- Addiction - risk factors, explanations and theories
- Research methods - inferential statistical testing

## HOW WILL I BE ASSESSED?

Three papers of 2 hours, each of which provides 33.3% of the A Level, including multiple choice, short answers and extended writing

Paper 1: Introductory Topics in Psychology

Paper 2: Psychology in Context

Paper 3: Issues and Options in Psychology

## ENTRY CRITERIA

- 5 Grades 9-4
- Grade 6 in GCSE English Language or English Literature
- Grades 5-5 in GCSE Combined Science or Triple Science grade 5 in Biology and a 5 in Chemistry or Physics
- Grade 5 in Mathematics GCSE

An interest in and aptitude for science, an interest in research based approaches to the working of the brain and mind, and a proven ability to write structured essays are all important.



# RELIGIOUS STUDIES - JUDAISM

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA JUDAISM & THE PHILOSOPHY OF RELIGION - 7062/1E JUDAISM & ETHICS 7062/2E
CONTACT:	RABBI D. HODGES

## WHAT WILL I STUDY?

Students will examine a number of key philosophic and ethical issues that have challenged mankind both historically and currently. They will observe the conclusions of the secular world and gain an understanding of how Jewish scholars have responded to these issues.

In Year 12, they will study different philosophies concerning the nature of G-d, life after death, the source of religious authority and the nature of religious experience. They will also consider the ethical issues of justice, honesty and the nature of morality. Modern issues such as medical ethics, capital punishment and animal rights will be examined in light of these ethical approaches.

In Year 13, they will go on to examine the relationship between science, religion and religious responses to the continuing secularisation of society. They will compare different understandings on the nature of belief and how this is manifest today in the Jewish world, the nature of miracles and the use of language in religious expression. In Judaism & Ethics, students will study the ethical responses of different groups within Judaism as well as issues of identity, relationships, community and moral responsibility.

The qualification is linear. Students take two 3 hour exams at the end of Year 13.

Each exam counts as 50% of the A Level. All units are examined in English and the ability to translate is not required.

## ENTRY CRITERIA

- 5 Grades 9-4
- Grade 5 in GCSE English Language or English Literature
- Preferred Grade 7 or higher in GCSE Religious Studies
- Students cannot take A Level RS without taking RS GCSE unless they chose to do BH in school.

An interest in developing skills in analysing philosophical and ethical issues and how they impact on Jewish identity and a willingness to work independently is important.



# SOCIOLOGY

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA
CONTACT BOTH SCHOOLS:	MRS A. SHIRAZI

## WHAT WILL I STUDY?

Sociology is an exciting and thought provoking subject. We will look at many social issues in the UK, such as poverty, welfare dependency, changing family patterns, government social policies, the marketisation of education, the causes of crime, prevention and punishments, beliefs in a modern society and many others.

## HOW WILL I BE ASSESSED?

A Level	Written exam
Paper 1: Education with Theory and Research Methods	2 hours
Paper 2: Family and Beliefs in Society	2 hours
Paper 3: Crime and Deviance with Theory and Methods	2 hours

## ENTRY GUIDELINES

- 5 Grades 9-4
- Grade 5 in GCSE English Language or English Literature

Good written English skills are important as the subject is 100% exam and essay based. A keen interest in current social issues and an aptitude in research based studies are preferred. Students also need to be highly self-motivated as there is independent work to be done in their own time. Students who want a career in any of the caring services, such as nursing or social work, or in marketing, journalism, politics or business, will find an understanding of sociology useful.

# SPANISH

LEVEL OFFERED:	A LEVEL
SUBJECT CODE/EXAM BOARD:	AQA 7692
CONTACT BOTH SCHOOLS:	SRA. VALENCIA

## WHAT WILL I STUDY?

The British Council has made Spanish its top priority language for Britons. Essential for work and travel in the US, Spanish is also a language that opens up a window to the past and widens our opportunities for the future. This is your opportunity to delve into the culture, ask questions about its diversity and learn to discuss your point of view. The perfect course to complement a science heavy course or to enhance your humanities combination. Languages at A Level are highly regarded by universities due to its balance between linguistics and a wide breadth of knowledge.

The course is divided into four themes which are tested in the reading and listening papers.

- Aspects of Hispanic Society: Modern and traditional values; cyber-space; equal rights
- Multiculturalism in Hispanic society: Immigration; racism and integration
- Artistic culture: Modern day idols; Spanish regional identity; cultural heritage
- Aspects of political life: Today's youth, tomorrow's citizens; monarchies, republics and dictatorships; popular movements.

Film and literature - the essay aspect of the course will focus on one film and one text which we will investigate and learn to write about themes, cultural relevance as well as evaluating how enjoyable the pieces are.

Speaking will be covered through an Independent Research Project which will be on a topic of your choice. You can spend some time investigating an aspect of the Hispanic world. Whilst this is done independently you will receive appropriate support.

## HOW WILL I BE ASSESSED?

- Paper 1: Listening, Reading & Translation from and into target language
- Paper 2: Written paper on one book and one film or two books
- Paper 3: Speaking on your chosen research area and one theme
  
- You will develop and build on skills learned at GCSE.
- Achieve a sound basis for further study.
- Gain an insight into another culture and society.
- Widen your degree and employment prospects.

## ENTRY GUIDELINES

- 5 Grades 9-4
- Grade 7 in Spanish
- Grade 4 in English Language or Literature

# LEVEL 2 PATHWAY

LEVEL OFFERED:	LEVEL 2
SUBJECT CODE/EXAM BOARD:	NCFE / AGORED CYMRU
CONTACT:	MS O. GIANNOPULOU

## WHAT WILL I STUDY?

The Level 2/Work skills pathway will involve a variety of qualifications. Students following this pathway will have an opportunity to do the Events planning alongside an award in Financial Education. They will also do a resit in GCSE Maths / English or Functional Skills Level 2 as needed. The NCFE Events Planning course is completed in year 12 followed by and the Finance Education course in year 13.

## HOW WILL I BE ASSESSED?

- Resit/Functional Skills – Externally assessed
- NCFE Event Planning – Comprising five mandatory units; planning an event, event review, market research, human resource planning at events and communication and customer service at events.
- Award in Financial Education - Comprising two mandatory units; Finances, the Individual and Society and Practices of managing money. Both units are externally assessed.

## WORK EXPERIENCE PLACEMENTS

Although work experience is no longer a mandatory part of this pathway, students could be supported with these if they feel that it would be beneficial. Over the course of the year those who are unsure of the direction they wish to follow may be encouraged to experience a range of different placements so that they can get a feel for different working environments. Those students with a clear work direction in mind will gain valuable experience in their chosen field.

## ENTRY CRITERIA

This course is appropriate for students who have not met the criteria for BTEC or A Levels, alongside English and Maths resits, but would like to carry on their studies at Hasmorean.

This is now a two year programme and could create a pathway directly towards employment or towards further vocational qualifications and/or an apprenticeship.

# GENERAL INFORMATION

Hasmonean High School for Girls has achieved excellent public examination results for many years. Almost all of Year 13 leavers proceed to higher education, including Seminaries. At A Level, examination results have been consistently excellent for many years.

The OFSTED report of October 2023 for Hasmonean High School commended our outstanding sixth form and commented that:

- “Pupils value their learning and relish the many opportunities the school provides”
- “Students receive effective support and guidance that helps them to improve their work with provision.”
- “In the sixth form, pupils show an excellent commitment to their studies.”

The Kodesh Section 48 inspectors also noted in 2023 that:

- “The sixth form Midrasha provision offers a superb programme with students being offered many options. This fits into the strategic aim of the school to provide bespoke Kodesh lessons and activities to meet the needs of students who may have a range of standards in Kodesh and a wide range of religious practice. Students are well prepared for the next stage of their lives, for a life of Torah im derech erez (Torah with respect).”
- “The curriculum offers an excellent focus on inspiring students in Jewish philosophy and religious practice, so that it is meaningful and relates to all students.”
- “The quality of teaching and learning within Kodesh studies is outstanding. Teachers typically make learning engaging and motivating, provide challenge for all, with a good focus upon building knowledge and skills.”

Hasmonean’s academic and career-based provision gives students of all abilities the opportunity to continue their studies in an Orthodox Jewish environment.

Heads of Seminaries consider our Sixth Form students to be an asset to their institutions, and ex-Hasmonean students have earned an excellent reputation throughout the Torah world.

We encourage Sixth Form students to play a leading part in the many extra-curricular activities at Hasmonean, including overseas Jewish heritage trips such as our Year 12 trip to Poland, camps, Shabbatonim, Melave Malkas, concerts, societies, sporting activities and the Young Enterprise Scheme, so that every individual can develop her character to the full in a rich Jewish environment.

Hasmonean alumni cherish for life the friendships made at school through their contact with their peers and their teachers, which continue long after they leave.



# The Yashar Programme

Hasmonean High School for Girls is building on the success of Yashar Programme, launched as a careers and higher education programme dedicated to helping students secure their futures. We believe that every student should be given the chance to succeed and within this programme, students will be provided with apprenticeship and university guidance, as well as being provided information about alternative future pathways.

UCAS support will be provided on a regular basis, with our guidance being consolidated by external support, including visits from university admissions tutors and visits to universities. With the rise in the number of students undertaking apprenticeships once they have left school, we have formed new links with organisations that will provide expert guidance on how to get onto an apprenticeship scheme.

We are delighted to hold our annual Yashar Futures Day, an event, which will take place in the summer term. It is a unique chance for Sixth Form students to speak directly to people from different fields of industry, admissions tutors from universities and alumni of Hasmonian at different stages of their studies and careers. The futures fair will help students currently at Hasmonian make crucial decisions which will affect their futures. It promises to be an exciting and informative event.

In addition to this, a range of speakers from a variety of professional fields are organised throughout the year to speak to interested students. We have speakers from a wide variety of professions, including engineering, finance, law, media, medicine, science and many more. This gives our students the opportunity to hear from people who work in industry, what their work entails and about how they got to where they are now. There is no better way for students to be inspired to follow a certain career path than by hearing from people working in that career today.

The Yashar Futures Programme continues to expand, ensuring that every Hasmonian student has access to resources and guidance on future pathways and opportunities. Additional support throughout the year includes access to UCAS exhibitions, apprenticeship fairs, and university taster days.

For more information about the Yashar Futures programme, please contact Mrs Valencia.



## **ETHOS**

The school ethos of 'Torah im Derech Eretz' underpins the Sixth Form in every aspect of its life at Hasmonian. In essence, this means respect for each other and younger students for all staff, teaching or non-teaching and for all the beliefs and practices of Orthodox Judaism.

In addition, we expect our Sixth Form students to act as role models for the rest of the school as younger students will often emulate their actions. It is therefore important, that positive behaviour is displayed at all times. It is expected that students will conduct themselves with dignity and courtesy, showing respect of each other as well as all staff. This applies to their behaviour both within and outside the school.

## **PROGRESS**

An induction day for all Year 12 students is held on the first day of the new academic year.

Students will be required to choose their options whilst in Year 11. Prior to the beginning of Year 12, those who find it necessary to change their choices or do not achieve the necessary grades, will need to meet with the Head of Sixth Form to discuss their options.

Students who have not achieved a Grade 4 in either English Language/Literature and Mathematics will be required to continue to study the relevant subject in the Sixth Form and attend all resit classes.

Subject staff are here to help in all academic matters. If for any reason a student experiences difficulties with a particular subject, they should approach their subject teacher and ask for help. Further help is available from the Director of Learning and Subject Leader.

Hasmonian students are expected to have good attendance, be punctual and work hard at all lessons. Each students' work and progress is monitored throughout the Sixth Form. There is a rigorous tracking system designed to identify students who are underachieving and to implement strategies for improvement. Students across the Sixth Form will be offered student-teacher interviews at least twice a year in order to ensure steady progress and realisation of their targets. Furthermore, an academic progress report is produced once per term and the results are communicated to parents. If a student is found to be experiencing difficulties, an assessment is undertaken and all teachers concerned with the student are asked to write comments regarding work, progress, attitude, attendance, punctuality and behaviour. The student may be asked to discuss the assessment with the Head of Sixth Form. This may be followed up by a communication with parents, and they may be invited into school. Advice and help will be offered, and the student, in consultation with staff, will be helped to address the areas of difficulty. Students who do not conform to Hasmonian, expectations may be asked to leave.

Regular assessments take place throughout the year, and in the third term of Year 12, mock examinations will be held in A Level subjects.

Subject Leaders and teachers will inform students of coursework requirements at the beginning of the academic year. Students will periodically be required to show the subject teacher evidence of progress. Extensions will only be granted if there is a valid reason and the extension should be agreed at least a week before the deadline.

Careers advice is available in the Moodle Careers Room, the Hasmorean website, from the Head of Sixth Form and SLT. Please ask them about suitable A Level and BTEC combinations needed for university courses and careers.

Please note that minimum numbers are required in order to ensure the viability of all courses.

Whilst every effort will be made to ensure the continuance of all courses, the school reserves the right to withdraw courses that are not financially viable. These may be withdrawn after the preliminary choices in Year 11 or in September 2025, if too few students sign up to the course.



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