

# Yavneh College

**'Olam Chesed  
Yibaneh'**

**'A World Built  
on Kindness'**



## Contact Us

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**Yavneh**  
College  
Sixth Form

# Welcome Message from Mr Lewis, Executive Headteacher Yavneh Schools

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Yavneh College is an inspiring place to learn, we have a truly outstanding school and I am honoured to be the Headteacher. At Yavneh College we nurture every individual with inspirational teaching and an incredible range of opportunities ensuring that every pupil realises their full potential. GCSE and A-Level results are among the best in the country and the level of academic excellence throughout the school ensures that Yavneh graduates are very well equipped to face all the challenges of a rapidly changing world. 2023 was a remarkable year for A-Level results at Yavneh College with 50% of all grades A\*-A grades and 82% of all grades A\*-B. In addition, 95% of students studying vocational subjects achieved Distinction grades or higher, which is truly outstanding.

As a modern orthodox school everyone at Yavneh College is committed to developing students who have first class Jewish knowledge and skills, a sense of commitment to the community and pride in Israel. The Jewish life of the school is vibrant and exciting with a remarkable range of curricular and extra-curricular experiences which are the very heartbeat of the school. This is particularly true in the Sixth Form with a wide variety of exceptional learning opportunities, community volunteering and the truly inspiring school trip to Poland.

Once you have seen everything that we have to offer, I am sure that you will agree that Yavneh College is a wonderful school and hope that you will entrust your child's Post 16 education to us.

Mr S Lewis, Executive Headteacher





# Our Sixth Form Vision

## Ms Endelman, Head of Sixth Form

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Our Sixth Form plays a central role in the everyday life of Yavneh College. Sixth Form students embody the school's strong ethos 'Olam Chesed Yibaneh' meaning 'A World Built on Kindness'. You will see our Sixth Form building a world of kindness; volunteering in classrooms, mentoring younger students, running subject clubs, working with the Informal Jewish Education Department, in the Primary School, running the KAVOD (respect) committee and leading the Junior Leadership Team. You will see our Senior Prefects and prefects visibly role modelling in the library, in the dining room and in prayers.

I believe that Sixth Form is the time for students to be given the opportunities to develop into mature, well-educated adults, equipped to cope with higher education and employment and to reach their long-term goals. Success in the Sixth Form is integral to taking the key transitional steps towards life beyond school, whether that be university, apprenticeships or employment. Students are supported to become happy, resilient young people who embrace life's challenges and opportunities and who are excited to take their next steps on their journey to adulthood.

We are committed to providing opportunities for every student to achieve their potential beyond the curriculum they study in lessons. Whether this is setting up a new society, mentoring younger students, organising a charity event or producing something as spectacular as a Film Festival, Yavneh students are encouraged to step up and allow their ideas to become a reality.

I am in no doubt that recognising the individual needs of each student is of paramount importance in helping to ensure that every student achieves their potential. Our students achieve excellent academic results giving them access to the best universities and apprenticeship opportunities. We offer a wide and varied curriculum delivered by expert teachers. At Yavneh, we offer traditional A-Level pathways, alongside vocational pathways, which offer an alternative route to university, apprenticeship or employment for students whose learning style is better suited to coursework-based assessments.

I feel very privileged to be a part of such a successful Sixth Form and to have the opportunity to support students during such a crucial period in their lives. Witnessing students blossom into confident, caring, articulate and intellectually curious adults inspires me and reminds me of the transformational properties of Sixth Form life.

Ms L Endelman, Assistant Headteacher and Head of Sixth Form



A photograph of a group of students in a classroom. They are seated at desks, some using laptops. The students are wearing lanyards. The background shows a wall with various posters, including one with Yoda and another with the text 'USE THE SOURCE'.

## Sixth Form at Yavneh College

On entering the Sixth Form, students start to consider their future beyond school. Our aim is to give them the independence, confidence and knowledge to succeed in whichever path they choose.

During their time in the Sixth Form, we help our students to learn to take responsibility for themselves both academically and personally in preparation for the greater freedoms of university, apprenticeship and college life. They enjoy a range of freedoms and privileges, all within the support of the school structure at Yavneh College.

### To achieve a supportive learning environment, we provide:

- high calibre, experienced teachers
- teaching groups which are never too large
- weekly tutorials
- academic mentoring
- exclusive use of the Sixth Form Workroom for quiet independent study during free periods

### To prepare students for the freedom beyond school:

- students do not wear school uniform
- students are allowed to go off site during the school day during free periods
- students have a Sixth Form Café where they can buy food and refreshments throughout the day





## Teaching and Learning

At Yavneh College we offer an excellent academic education within an environment where support and guidance for the individual is paramount. Our team of well-qualified sixth form teachers has a wealth of experience of teaching A-Level and vocational courses, which is evident in the outstanding results that students achieve every year. Many of our sixth form teachers are also national examiners in their academic field, which provides students with an invaluable insight into the way their answers will be assessed in their final examinations and coursework.



We provide a welcoming, vibrant Jewish environment where Sixth Form students can deepen their knowledge of their religion and cultural heritage, enjoy socialising with one another and make a positive contribution to the school and to the wider community.

We are committed to ensuring that our A-Level and Business teaching group sizes are not too large, in order to ensure that each student receives individual guidance and feedback on how to progress.

Our resources are outstanding, with all subject departments fully-equipped with the latest technology, specialist equipment and text books.



## Extended Academic Learning

### Extended Project Qualification (EPQ)

The EPQ provides students with the opportunity to develop their knowledge and independent research skills in an area outside of the curriculum in which they have a specific interest. Projects completed in previous years have explored titles as diverse as 'The extent to which Rousseau's ideology influenced the Terror in the French Revolution' to 'The viability of non-pharmacological interventions in treating Alzheimer's Disease'.



## Lunch & Learn

Run in conjunction with Jewish futures the weekly sixth form lunch and learn is an opportunity for students to engage in high level Jewish questions and philosophy and enjoy a yummy lunch. The sessions are extremely well attended and an excellent chance for the students to ask questions in a relaxed engaging setting.





## Looking Beyond

Careers advice and preparation for university or apprenticeships are essential elements of sixth form life. During their time in the Sixth Form, students will have access to the award-winning online portal Unifrog, which brings into one place every undergraduate university course, apprenticeship, and college course in the UK, as well as other opportunities, such as School Leaver Programmes, MOOCs and every college at Oxford and Cambridge.

As well as this, students will also gain a wealth of information regarding the university application process which includes university visits; one-to-one mentoring; assistance with the online UCAS application process; a workshop on how to write an effective personal statement; twice weekly UCAS drop-in surgeries for individual guidance on courses, universities and personal statements and a dedicated Post 18 Options Day, which includes an Alumni Fair, giving students the opportunity to gain inside understanding of life at university or in an apprenticeship. The year 12 GiveBack programme provides our students with a wealth of positive evidence for their UCAS personal statement and for apprenticeship applications.



## Ort Jump Programme

Students also have the opportunity to take part in the Ort Jump mentoring programme. Students who wish to join the programme undergo a training session and are then paired with a mentor in their chosen industry, from Medicine to Architecture! Students benefit from 5 one-to-one sessions over the course of the year to gain a greater understanding of the industry and the skills employers are looking for. This programme has also enabled several students to gain work experience within their desired career.



## Looking Beyond

### The Oxbridge Programme

This programme supports our most able students in making an application to either Oxford or Cambridge University. The programme provides students with up-to-date information on the Oxbridge admissions process, as well as specific guidance on writing an academic personal statement, admissions tests and interview technique in order to maximise their chances of making a successful application.



## Looking Beyond

### The Medicine/Dentistry/ Veterinary Science Programme

This programme provides students with up-to-date information on the short-listing process for applications to British medical, dental and veterinary schools. Students on this programme are provided with specific guidance on writing their personal statement and are invited to attend our in-house one day UKCAT and BMAT preparation workshops. Students on this programme also receive structured preparation for both traditional and MMI format interviews.





## Looking Beyond

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### The Enterprise Programme

Year 12 students have the opportunity to join the Young Enterprise programme. During the programme, students will form a limited company and have the opportunity to design, manufacture and sell products whilst working together to become Young Enterprise Champions. Help will be provided from a local business and the Business Department. This is for all students and applications open in September.

### Talk the Talk (December, Year 12)

Talk About Communication Plus is a communication workshop that supports students to communicate confidently, constructively and cooperatively in group situations. Students will develop and apply effective communication skills such as debating, negotiating and planning whilst also considering how their individual vocal, verbal and visual communication can be used to get their ideas across persuasively.



## Looking Beyond

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### Learn2Rescue

Year 12 students are given the opportunity to sign up to a first aid training course. The course involves three after school training sessions followed by students working in groups to deliver first aid workshops to students in the lower school. At the end of the course students will receive a certified first aid qualification.



## Personal Care and Guidance

We consider our Sixth Form to be the optimal size to benefit our students. It is large enough to offer a wide range of courses and outstanding resources, but small enough to ensure that each individual is well known to the teaching staff and Senior Leadership Team, whether they are students who have graduated into the Sixth Form from Yavneh College or whether they are external students who have joined us from other schools.

Yavneh Sixth Form has a strong pastoral team made up of tutors, the Deputy Head of Sixth Form and Head of Sixth Form.

In addition, the Head of Sixth Form Jewish Studies offers support and guidance to students.

## Weekly Tutorial Programme

Sixth Form students are timetabled to receive a weekly tutorial programme, which includes weekly political debates "The Big Talk" fostering a culture of discussion and evaluative, analytical thinking towards current affairs, and giving space for students to explore and discover their own beliefs and values. Other topics covered include study support skills, applying for work experience and preparation for work, apprenticeships or life on campus.

## Academic Mentoring

Students are also provided with regular academic mentoring sessions with their form tutor to monitor their progress and discuss any problems they are experiencing, whether this be academic or of a personal nature. Student progress is reviewed by the Head of Sixth Form and any necessary interventions put into place to ensure that all students achieve their full potential.





## GiveBack Programme

Sixth Form students are expected to act as role models for our younger pupils and to make a positive contribution to the school and wider community. Our GiveBack programme provides students with the opportunity to develop their leadership and mentoring skills, as well as demonstrate their ability to be caring and sensitive to the needs of other people.

## GiveBack and Leadership Programmes

There are a range of personal development opportunities available for students through the GiveBack and Leadership programmes, such as assisting with a lesson or enrichment, supporting students in the primary school or mentoring pupils lower down the school. A number of students are also chosen as Sixth Form Prefects, taking responsibility for important aspects of school life.





## Jewish Studies Programme

All sixth form students take part in the compulsory Yahadut course with lessons taking place twice a week.

Yahadut gives the students the opportunity to learn about their Judaism on a deeper level and ask the questions they want to ask. We are very proud of the fact that students have the chance to choose what most interests them. As well as this, throughout the year, students are taught about all of the Jewish festivals encouraging them to revisit their knowledge and look at the meaning of the festivals in a more sophisticated mature way.

## In year 12 students are able to choose from the following

- **Leadership** - The course looks at different leadership styles and the leadership lessons we can learn from Jewish texts. As part of this course students have the opportunity to plan and lead a session in Yavneh Primary.
- **Jewish History** - Students are taught about Jewish life in Europe before the Holocaust. They then look in detail at key aspects of the Holocaust and what happened to the Jews as well as to other groups.
- **Israel** - Students are given an overview of Israeli modern history. Students learn about the main conflicts that have taken place since the creation of the State of Israel.
- **Ethics** - Students look at key ethical dilemmas in society today. They spend time considering the Jewish response to these dilemmas as well as a more general attitude to these issues and societies response today.
- **Gift Incubator-** Working with the charity Gift students look at the principles of kindness and work on a hands on kindness project.
- **BMT** - This course allows those who want to do more in depth textual learning to do so. Students study Gemara advanced text in this course. This course is particularly recommended for students considering a gap year in Israel.





## Jewish Studies Programme

The Year 13 Yahadut curriculum builds on the Year 12 courses. We recommend taking the same course that you did in Year 12 in order to build upon what you learnt.

## In year 13 students are able to choose from the following

- **Advanced leadership** - This course looks at leadership in Anglo Jewry and encourages students to consider the impact they make on the Jewish community and their wider community after school. The course teaches students about various different organisations that exist and ways to make a difference as well as encouraging them to reflect on their own leadership style and the impact they personally can make after leaving Yavneh College.
- **Israel** – Students look at modern Israeli politics and the main contemporary issues facing modern Israeli society. Students also focus on Zionist identity on UK campuses today and consider how they can be a positive advocate on campus.
- **Ethics** - Students look at key ethical issues in the headlines today and how Judaism would respond to such issues. The course allows students to question their own responses to these important contemporary issues.
- **Jewish History** - Students learn about the process of liberation and what happened to survivors of the Holocaust. Students look in depth at life in the DP camps and how survivors managed to rebuild their lives. As well as this, students learn about the Nuremberg trials, survivor immigration around the world and the impact important survivors have gone on to have in educating about the Holocaust.
- **Gift Chesed in Action**- Working with the charity Gift students look at the principles of kindness and work on a hands on kindness project.
- **BMT** - This course allows those who want to do more in depth textual learning to do so. Students study Gemara advanced texts in this course. This course is particularly recommended for students considering a gap year in Israel.



## Sixth Form Life at Yavneh College

Sixth Form students are able to participate in a range of extra-curricular activities such as the school choir, the Duke of Edinburgh Award, Tribe's Israel Ambassador Advocacy Scheme and the JLGB Community Volunteering Programme. We also encourage students to set up societies in the subject/s that they are most interested in, invite in guest speakers or run charity events for pupils lower down the school. They do a large amount of volunteering both at school and outside, including working with younger children at Yavneh College and Yavneh Primary School.



## Year 12 Poland Trip

During Year 12, Sixth Formers undertake a residential trip to Poland in preparation for which they examine the 1,000 years of vibrant history experienced by the Jews of Poland and thereby gain a deeper understanding of what was lost as a consequence of the Holocaust.



## Facilities

The Sixth Form centre has a café, garden and an informal study area.

The school occupies a 13-acre site in Borehamwood. Our £30m campus has been designed to offer state-of-the-art facilities, including science laboratories; specialist rooms for music and art; ICT suites; a fully equipped theatre and large drama suite; a spacious Learning Resource Centre incorporating a library.



Inspirational Holocaust survivor Lily Ebert shared her remarkable story of courage and survival with the students

## Jewish Life in the Sixth Form

Yavneh College is a modern orthodox school which welcomes students from across the spectrum of Jewish practice. The Sixth Form Jewish Studies programme is exciting, dynamic and informative and is one of the highlights of a student's Sixth Form experience.

## Informal Jewish Education

We have a lively programme of informal Jewish activities at Yavneh College, some specifically designed for Sixth Form students and others in which Sixth Formers are invited to participate as madrichim for our younger pupils. They include Shabbatonim, Sukkot activities, Chanukah celebrations, a chesed campaign on Purim, commemorations and celebrations for Yom Hazikaron and Yom Ha'atzmaut. Sixth Form students are welcome to participate in our daily Shacharit service, followed by breakfast, and in our daily Mincha service.

All Sixth Form students follow our Yahadut course for two hours per week during Years 12 and 13, examining fundamental elements of Jewish life and Jewish living in the modern world. Whether it is medical ethics, business ethics, Israel, the role of family/community or basic Jewish practices, all are put under the microscope and examined in-depth.



# Pathways

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All students in the Sixth Form are expected to have achieved grade 4 or higher in five GCSE subjects, which must include English Language or Literature and Mathematics.



## A-Level Pathway

3 A-Levels

3 A-Levels &  
EPQ

4 A-Levels (must  
include Further  
Mathematics)

## Vocational Pathway

Extended  
Diploma in  
Business  
(equivalent to 3  
A-Levels)

Extended  
Diploma in  
Business  
(equivalent to 3  
A-Levels) and  
EPQ

## Blended Pathway

Diploma in Business  
(equivalent to 2 A-  
Levels) & either  
Art, Computer  
Science, Ivrit or  
Photography A-  
Level

Diploma in Business  
(equivalent to 2 A-  
Levels) & either  
Art, Computer  
Science, Ivrit or  
Photography A-  
Level and EPQ

## T-Level Pathway

T-Levels  
(equivalent to 3  
A-Levels)

# Making the best subject combination choices

When considering your choice of course it is essential that students think carefully about the type of assessment that they are best suited to, in order to make sure that they select the type of course that plays to their academic strengths. For the majority of degree courses, final grades are more important than subject choice, therefore it makes sense for students to choose subjects that they can excel in and achieve the highest grade possible. That being said some subjects are more frequently required for entry to degree courses than others. These are often referred to as 'facilitating' subjects because choosing them at advanced level keeps open a wide range of options for university study. These facilitating subjects are:

- Biology
- Chemistry
- English Literature
- Geography
- History
- Physics
- Mathematics and Further Mathematics

It is important that students reflect carefully on their ability to perform well in examinations, as the terminal nature of examinations in the A-Level courses may limit the grade that students who don't perform well in examinations can achieve. Vocational courses are ideal for students who prefer on-going assessment as the final grade is mainly determined by achievement in project work completed throughout the course. Vocational courses are becoming an increasingly popular entry route to higher education. BTECs are accepted by up to 95 percent of universities and colleges in the UK. 138 universities and other higher education providers in the UK have said that they will accept T-Level qualifications for at least one of their degree courses. This includes high profile universities, such as some of the Russell Group universities, including, Cardiff University, Newcastle University, the University of Bristol, University College London (UCL) and the University of York as well as some others.

Our advice when selecting Sixth Form courses is to plan ahead as much as possible. Researching possible degree courses that you might be interested in studying on the UCAS website will help you to identify if any specific subjects or courses are required or preferred. The website address for the UCAS course search is <http://search.ucas.com/>



# Subject Entry Criteria

## A-Level Pathways

### 3 A-Level Programme

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To study a 3 A-Level Programme, students must have achieved:

- Grade 9-4 in GCSE English Language or Literature and GCSE Mathematics, in addition to:
- Grade 9-4 in at least 3 additional GCSE subjects.
- In order for the BTEC L2 Grade in Business/PE to count towards one of the 5 pass grades, students must have achieved Grade P2 as this is the equivalent of a GCSE Grade 4.
- Students must also have met the subject entry criteria for the A-Level courses selected.

### 3 A-Level or Business BTEC Programme alongside the EPQ

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To study a 3 A-Level or Business BTEC Programme, alongside the EPQ we advise that students should have achieved:

- Grades 6/7 or above in a minimum of 6 GCSE subjects, including GCSE English Language and Literature
- Students must also have met the subject entry criteria for the A-Level or Business courses selected.

### 4 A-Level Programme including A-Level Further Maths

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To study a 4 A-Level Programme including A-Level Further Maths, students must have achieved

- Grade 9-8 in GCSE Mathematics, in addition to:
- Grade 9-7 in 6 additional GCSE subjects.
- Students must also have met the subject entry criteria for the A-Level courses selected
- Students can also study the EPQ alongside 4 A-Levels.

# Subject Entry Criteria

## Vocational Pathway

### Extended Diploma in Business

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To study the Extended Diploma in Business students must have achieved:

- 5 pass grades at GCSE Level (Grades 9-4) to include GCSE English Language or Literature and GCSE Mathematics.
- In order for the BTEC L2 Grade in PE to count towards one of the 5 pass grades, students must have achieved Grade P2 as this is the equivalent of a GCSE Grade 4.
- Students who have studied the BTEC Level 2 in Business must have achieved at least Grade M or higher in order to meet the criteria for this pathway.

### Blended Pathway

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Diploma in Business alongside one A-Level (either Art, Computer Science, Ivrit or Photography)

To study the Diploma in Business & either Art, Computer Science, Ivrit or Photography A-Level, students must have achieved:

- 5 pass grades at GCSE Level (Grades 9-4) to include GCSE English Language or Literature and GCSE Mathematics.
- In order for the BTEC L2 Grade in PE to count towards one of the 5 pass grades, students must have achieved Grade P2 as this is the equivalent of a GCSE Grade 4.
- Students who have studied the BTEC Level 2 in Business must have achieved at least Grade M or higher in order to meet the criteria for this pathway.
- Students must also have met the subject entry criteria for the A-Level course selected.

# Subject Entry Criteria T-Level Pathway

## Management and Administration

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To study the T-Level in Management and Administration students must have achieved:

- 5 pass grades at GCSE Level (Grades 9-5) to include GCSE English Language or Literature and GCSE Mathematics.
- In order for the BTEC L2 Grade in PE to count towards one of the 5 pass grades, students must have achieved Grade M as this is the equivalent of a GCSE Grade 5.
- Students who have studied the BTEC Level 2 in Business must have achieved Distinction order to meet the criteria for this pathway.



## Examples of degree course entry requirements

### **BSc (Hons) in Accounting and Finance** at the University of Leeds requires:

- GCSE: Grade 7 in Mathematics and Grade 6 in English Language
- A-Levels: AAA in any three subjects
- BTEC: not accepted.

### **BSc (Hons) in Business Management** at the University of Birmingham requires:

- GCSE: Grade 4 in English Language and 5 Mathematics
- A-Levels: AAB in any three subjects
- BTEC Extended Diploma: DDD (Distinction, Distinction, Distinction)
- BTEC Diploma: DD (Distinction, Distinction) in Business and Grade B in an additional A-Level.
- T-Level in Management and Administration: D (Distinction)

### **BA (Hons) in Fashion Marketing** at Leeds Beckett University

- GCSE: Grade 4 in English Language
- 120 UCAS Tariff Points, equivalent to A-Levels: BBB and
- BTEC Extended Diploma: DDM (Distinction, Distinction, Merit)
- BTEC: L3 Diploma DD\* (Distinction, Distinction\*) and Grade B in an additional A-Level.

### **BSc (Hons) in Psychology** at the University of Nottingham requires:

- GCSE: Grade 5 or above in English Language and Mathematics
- A-Levels: AAA to include one science subject e.g. Psychology, Biology.
- BTEC: not accepted.

# Extended Diploma and Diploma in Business

**Examination Board: Pearson Edexcel**

## **Why study the BTEC Level 3 Diploma or Extended Diploma in Business?**

There are many opportunities for entrepreneurs and employees who have a sound understanding of finance, marketing, sales and management. In addition, studying this course helps to develop self-management, business and customer awareness, team-working and problem-solving, which are all key attributes that employers look for in potential employees. The Pearson BTEC Level 3 Diploma in Business provides a highly respected route for those who wish to move into employment in the sector, either directly or following further study on a relevant Higher Education (HE) course.

## **Course Outline**

The BTEC Level 3 Diploma in Business is equivalent to two A-Levels and the Extended Diploma is equivalent to 3 A-Levels. The Diploma is made up of 8 units, which includes 6 core units and 2 additional units, which are studied over a 2-year period. The Extended Diploma consists of 11 units, 7 core units and 4 additional units. Achievement in each unit is assessed through either a written assignment, an external set task or an external examination.

## **What are the entrance criteria for this course?**

- 5 pass grades at GCSE Level (Grades 9-4) to include GCSE English Language or Literature and GCSE Mathematics.
- In order for the BTEC L2 Grade in PE to count towards one of the 5 pass grades, students must have achieved Grade P2 as this is the equivalent of a GCSE Grade 4.
- Students who have studied the BTEC Level 2 in Business must have achieved at least Grade M or higher in order to meet the criteria for this pathway.

# T-Level

## Examination Board: City & Guilds

### Why study the T-Level in Management and Administration?

The T-Level in Management and Administration will give learners an understanding of what is needed to work within an administrative or managerial role. The course is equivalent to three A-Levels. You will look at topics including Business Context, People, Quality Compliance, Project, and Change Management. You will focus on the area of business support as part of your study and will cover topics including how to support the running of the organisation, organise and prioritise workloads and processes, recommend and deliver improvements to business practices, and build and maintain positive internal and external stakeholder relationships.

### Course Outline

As part of the course, you will undertake a work placement each week. You will work at the same organisation throughout the course and will gain invaluable experience in the workplace. Students may go on to apprenticeships or university. The T Levels are recognised by Russell Group universities and will allow you to put the skills you learn in the classroom into practice during your work placement.

This course is perfect for students who want a taste of the workplace regularly and want to develop their skills ready for the world of work.

## What are the entrance criteria for this course?

- 5 pass grades at GCSE Level (Grades 9-5) to include GCSE English Language or Literature and GCSE Mathematics.
- In order for the BTEC L2 Grade in PE to count towards one of the 5 pass grades, students must have achieved Grade M or higher.
- Students who have studied the BTEC Level 2 in Business must have achieved Distinction order to meet the criteria for this pathway.



# Art and Design

## Examination Board: Edexcel

### Why study A-Level Art and Design?

Studying A-Level Art and Design will help you to develop creative, imaginative, intellectual, and analytical skills. Students will have the opportunity to investigate, experiment, extend and refine practical skills as well as develop aesthetic understanding and critical judgement. The course encourages you to think independently and intuitively, explore your own ideas, problem-solve, refine your skills and produce personal outcomes.

The majority of our students achieve A\* - B grades. Students will be fully prepared for an Art foundation, university course in Art and Design. We have a proven track record of our artist alumni attending the most prestigious Art-based courses in higher education. Students will learn how to collate a portfolio of work and will also be encouraged to create blogs or visual diaries of your work. A-Level Art can lead to careers in advertising, animation, architecture or landscape design, film director or producer, multi-media programmer, art critic or historian, art therapy, fashion design, fine art, furniture or product design, graphic design, illustration, interior and special design, jewellery design, make-up, marketing, museum/gallery curation, photography, printmaking and textile design, production, set design and web design. Non-Art university courses also recognise a variety of transferable skills that are developed through A-Level Art and it is an excellent way to add diversity to a students' skill set.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 6 in GCSE Art and are expected to have extensive experience in drawing, painting and working with a variety of media.

# Biology

## Examination Board: AQA

### Why study A-Level Biology?

A-Level Biology will appeal to students who like solving problems within the context of planning and conducting investigations; will enjoy devoting private study time to the background reading of biological reviews and other scientific articles; are keen to develop the skills necessary to work safely with apparatus, biological material and living organisms; have an appreciation of life and living organisms and an interest in technological applications and their ethical, social, economic and environmental implications. A-Level Biology is an excellent preparation for entry to degrees leading to careers in medicine, osteopathy, homeopathy, nursing, social work, physiotherapy, pharmacy, agriculture, horticulture, food industry, forensic science, environmental science, botany, freshwater and marine biology, applied biology, ecology, sports science, genetics, optics, microbiology and biochemistry.

### Course Outline

Biology is a natural science and is concerned with the study of life and living organisms, including their structure, function, growth, origin, evolution, distribution, and taxonomy. Whilst all the theory is covered there is a strong practical element where students develop their skills both to work independently and collaboratively.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 7 in GCSE Biology or Grades 77 in GCSE Combined Science and Grade 6 in GCSE Mathematics and Grade 6 in GCSE English Language or GCSE English Literature.

# Chemistry

## Examination Board: AQA

### Why study A-Level Chemistry?

Chemistry is essential for some careers/degrees and desirable for many others e.g. medicine, pharmacy, dentistry, biochemistry, chemical engineering, nanotechnology, alternative fuels, polymers, science teaching, nursing, occupational therapy, physiotherapy, forensics, materials design, scientific patent law, homeopathy, business, computational modelling, environmental management.

### Course Outline

A-Level Chemistry suits individuals who are focussed, able to think laterally, have good mathematical skills and an ability and desire to question results and analyse data. Chemists need to be methodical in their approach as practical work often needs to be repeated numerous times until the desired results are obtained. Therefore, a student who has the drive to continue at a problem until the desired result is achieved will do well. Students use their knowledge and understanding of fundamental chemistry concepts to explain different aspects of contemporary chemistry such as pharmaceuticals.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 7 in GCSE Chemistry or Grades 77 in GCSE Combined Science and Grade 7 in GCSE Mathematics.



# Computer Science

## Examination Board: OCR

### Why study A-Level Computer Science?

Computer Science is a subject which is central to the way we live today. This is a very technical subject with heavy mathematical aspects in the form of data representation and logical computer programming. Many of the aspects in this course will help students understand how we have reached the digital renaissance which we are currently living through.

### Course Outline

This course will give students an in depth knowledge into a plethora of different aspects of computing. Unit 1 is specifically targeted at Program and Algorithm design giving students the necessary skills to develop their own program in the non-exam assessment. Unit two focuses on the theoretical aspects of computing, how and why they work, why we use networks and mathematical aspects of computing. The non-exam assessment is the chance for students to create their own application and manage their own project. Students put the skills developed in Unit 1 into practice to design, plan, create and evaluate their own unique project.

## What are the entrance criteria for this A-Level?

- Computer Science GCSE is NOT compulsory. Students must have achieved at least Grade 7 in GCSE Mathematics.

# Economics

## Examination Board: Edexcel

### Why study A-Level Economics?

Students can go on to study an economics degree with a focus on theory or a degree in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. Alternatively, students may choose to study a business economics or mathematical economics degree. Post-university employment rates for economists are among the highest for graduates. Economics students are likely to find employment in finance, banking, insurance, accountancy, management and consultancy.

### Course Outline

Economics A-Level will appeal to students who want to develop an understanding of the wider economic and social environment and they will develop the ability to adopt an enquiring, critical and thoughtful approach to their studies. Many of the skills, qualities and attitudes which are developed by studying economics will equip them for the challenges, opportunities and responsibilities of adult and working life.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 6 in GCSE Mathematics and Grade 6 in GCSE English Language or GCSE English Literature.

# English Literature

## Examination Board: AQA

### Why study A-Level English Literature?

A-Level English Literature enables students to develop their analytical and discursive skills. It requires strong oral, as well as strong writing skills. The study of English Literature also provides an excellent foundation for most career options, and is considered one of the traditional highly academic subjects by top Universities.

### Course Outline

English Literature is the study of literature from across the centuries, prose, poetry and drama. Students are encouraged to develop an understanding of Literary Theory, the Canon, as well as historical and social context to the texts they are studying. There is also the opportunity, during the second year, for students to undertake an independent study focusing on selected texts of their choice.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 7 in GCSE English Literature and Grade 6 in GCSE English Language.

# Further Mathematics

## Examination Board: Edexcel 9FM0

### Why study A-Level Further Mathematics?

Students taking Further Mathematics overwhelmingly find it to be an enjoyable, rewarding, stimulating and empowering experience. For someone who enjoys mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts. It enables students to distinguish themselves as able mathematicians in the university and employment market. Students who take Further Mathematics are really demonstrating a strong commitment to their studies, as well as learning mathematics that is very useful for any mathematics rich degree. Some prestigious university courses will only accept students with Further Mathematics qualifications. It is increasingly becoming an essential or preferred qualification for many mathematics rich courses including physics, engineering and economics at some universities.

### Course Outline

A-Level Further Mathematics is made up of four units; each unit contributes 25% of the total marks and will be assessed in a 1 hour 30 minute paper at the end of the second year of study. Each paper is worth 75 marks and the final grade will be awarded on the basis of the total marks on all four papers; individual papers will not be graded.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 8 in GCSE Mathematics.



# Geography

## Examination Board: AQA

### Why study A-Level Geography?

Geography A-Level is well-regarded for entry to degree courses in specialist subjects such as Geography, Geology and Meteorology. It is also seen as an excellent foundation for many other university courses due to the research and analysis skills which are developed throughout the course. The course also provides students with a number of skills relevant to many different sectors of employment such as advertising, finance, business, environmental management and law due to its focus on people and the skills that are taught. Independent learning, self-motivation and decision making are vital in A-Level Geography and these skills are highly regarded by future employers in a range of sectors. Geography promotes learning outside the classroom as much as possible and recent residential fieldtrips to Bournemouth have been a huge success.

### Course Outline

This course provides a strong foundation for understanding the three main themes of the subject: human geography, physical geography and fieldwork. Physical geography looks at the scientific aspects of our world and emphasises the way humans can help to manage them. Human geography on the other hand explores how people and groups move and live in the world around us and focuses on a range of current issues such as energy conversation. The fieldwork looks at testing a hypothesis and studying the theory through practical activities.

Geography A-Level is likely to appeal to students who are interested in the world around them and who want to develop their understanding of the global issues which threaten to destroy our planet. A keen interest in the environment is essential, although a natural curiosity about people and the countries or cultures they come from is also necessary. The course will provide students with opportunities to visit places of geographical interest as well as a three-day residential fieldtrip that is vital for the completion of the A-Level.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 6 in GCSE Geography and Grade 6 in GCSE English Literature or GCSE English Language and Grade 5 in GCSE Mathematics

# History

## Examination Board: Edexcel

### Why study A-Level History?

History A-Level is well-regarded for entry to degree courses in history, politics, law, business, English literature, economics and many others. It develops a number of skills relevant to many types of employment, such as the ability to seek information and to analyse it in order to identify facts and motives and to present information clearly for others to understand e.g. careers in law, business, journalism, teaching, museums, galleries, heritage sites, record offices and archives, libraries, national and local government and the civil service. History A-Level is likely to appeal to those students who have an interest in the world around them, the society they live in and how it has developed; like learning about people, how they interact and what motivates them; like learning about different countries, societies and cultures; enjoy discussion, debate and argument; like to think for themselves and develop their own views; enjoy research and analysing material to check for bias and propaganda.

### Course Outline

The course provides opportunities for student-centred learning, using a variety of methods including presentations, debates, case studies, discussions, video and audio based exercises, note-taking and individual research.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 6 in GCSE History and Grade 6 in GCSE English Language or GCSE English Literature.

## Examination Board: AQA

### Why study A-Level Ivrit?

The course is stimulating, informative and a boon to anyone planning to spend time in Israel. It also provides students with a sound basis for further study, whether in British or Israeli Universities.

Modern language A-Levels are well-regarded by universities for entry to a wide range of degrees, including law, economics and business. Modern Hebrew A-Level provides students with the knowledge and skills required for careers in linguistics and employment in the growing number of companies trading with Israel.

### Course Outline

The course has been designed to enable students to develop their linguistics skills alongside their understanding of Israeli culture and society. A broad area of study has been selected and certain aspects have been prescribed for closer examination. Students study technological and social change, looking at diversity and the benefits it brings. Students will study highlights of Israeli artistic culture, including art and architecture, and learn about Israeli politics including political engagement amongst the young. Students also explore the influence of the past on present day Israel. Throughout their studies, they will learn the language in the context of Israel and learn about the issues and influences which have shaped the country. Students will study texts and film and have the opportunity to carry out independent research in an area of their choice. Assessment tasks will be varied and cover listening, reading and writing skills.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 7 in GCSE Modern Hebrew.

# Mathematics

## Examination Board: Edexcel

### Why study A-Level Mathematics?

Mathematics is an essential or highly desirable qualification for a wide number of careers and university courses (e.g. mathematics, economics, business, accountancy, engineering, medicine, sciences, social sciences, law) and is highly valued by employers because of the problem-solving nature of the discipline.

### Course Outline

The course is designed to encourage students to develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment; develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs; extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems; develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected; recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved; use mathematics as an effective means of communication; read and comprehend mathematical arguments and articles concerning applications of mathematics; acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations; develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general; take increasing responsibility for their own learning and the evaluation of their own mathematical development.

All students study pure mathematics, mechanics and statistics. Pure mathematics will be assessed by two 2-hour examinations both of which will assess all of the pure mathematics content. Mechanics and statistics will be assessed by one 2-hour examination.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 7 in GCSE Mathematics.



# Photography

## Examination Board: Edexcel

### Why study A-Level Photography?

Studying A-Level Photography will help you to develop creative, imaginative, intellectual, and analytical skills. Students will have the opportunity to investigate, experiment, extend and refine practical skills as well as develop aesthetic understanding and critical judgement. The course encourages you to think independently and intuitively, explore your own ideas, problem-solve, refine your skills and produce personal outcomes.

Students will be fully prepared for a university or college course in Photography, Graphic Design, Visual Communication, Film and Media, Design for Advertising and similar creative subjects. Students will learn how to produce a portfolio of work and will also be encouraged to create blogs or visual diaries of your work. A-Level Photography can lead to careers in graphic design, web design, creative direction, photojournalism, press photography, television camera operator, advertising, magazine features editor, film or animation editing, film direction or production, fashion photography, commercial photography, multimedia communication, product design, interior and spacial design or museum/gallery curation. Non-Art/Photography university courses also recognise a variety of transferable skills that are developed through A-Level Photography and it is an excellent way to add diversity to a students' skill set.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 7 in GCSE Photography and are expected to have extensive experience of using the elements of photographic composition, a high level of camera skills and confident in editing and manipulation of images.

# Physics

## Examination Board: AQA

### Why study A-Level Physics?

Physics is so fundamental that there is scarcely a single area of modern life which is not affected by its theories and applications. It is the science of matter and the universe around us and is the basis of all developments in high technology and engineering. A-Level Physics will appeal to students who have an interest in how the universe works, from the smallest particles to the motion of the planets; like solving practical and theoretical problems whether working alone or as part of a team; and enjoy fitting complex facts and ideas into simple working models.

### Course Outline

A-Level Physics has a large practical element and covers 8 compulsory topics and 1 additional optional topic. All three papers are examined at the end of Year 13.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 7 in GCSE Physics or Grades 77 in GCSE Combined Science and Grade 7 in GCSE Mathematics.

It is recommended that students study A-Level Maths alongside A-Level Physics but not essential.

# Politics

## Examination Board: Edexcel

### Why study A-Level Politics?

This A-Level provides students with adaptable skills which enable them to understand and assess ideas and arguments and to construct and communicate clear answers to problems based on well-validated evidence. It is suitable for progression to degree courses such as politics and international politics/relations, history, law, geography, economics, social policy and business. The study of politics can lead to a variety of careers within areas such as law, journalism and broadcasting, business, management, publishing, local government, public policy and policy research, interest groups, local government and the voluntary sector, as well as within politics itself.

### Course Outline

Politics exists because people disagree. They disagree about how they should live (moral questions), about who should get what (resource questions) and about who should make decisions (power questions). As an activity, politics is the process through which people with different ideas, values, opinions and interests attempt to find a way of living together within the same society. Politics therefore seeks to establish the general rules under which we live and it is those rules that make orderly existence possible. In Politics the emphasis is on debate, discussion and argument.

Politics suits students who have an interest in the world around them and want to know more about how society works and how it could be changed; enjoy debate and discussion and are comfortable with the fact that there are no simple 'rights' or 'wrongs' in politics; like to think independently and want to develop their own views; enjoy weighing up and evaluating evidence. The course involves both teacher and student-led learning, using presentations, debates, case studies, discussions, video and audio-based exercises, note-taking and individual research. Students are expected to read a newspaper regularly and carry out internet research.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 6 in GCSE English Language or GCSE English Literature and Grade 6 in GCSE History if studied.

# Psychology

## Examination Board: AQA

### Why study A-Level Psychology?

Studying A-Level Psychology enables students to develop the analytical skills needed to excel in higher education. The study of psychology also provides an excellent foundation for most career options, particularly those involving dealing with people, such as teaching, the police force, law, medicine, journalism, advertising, public relations and social work.

### Course Outline

Psychology is the study of mind and behaviour, bridging the social sciences and natural sciences. Students are encouraged to develop an understanding of psychological research; the ability to apply this knowledge to real life situations; critically analyse and evaluate the value of psychological research and its credibility as an explanation of human behaviour.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 6 in GCSE English Language or GCSE English Literature and Grade 6 in GCSE Biology or Grades 66 in GCSE Combined Science and Grade 5 in GCSE Mathematics



# Religious Studies

## Examination Board: OCR

### Why study A-Level Religious Studies?

Religious Studies A-Level is a well-respected qualification that, due to its general application and openness, leads to a variety of careers or university courses. Students interested in pursuing further studies or careers which incorporate English, history, philosophy, psychology, sociology, religious studies, economics, law and many more, would do well to consider this A-Level as an appropriate and rewarding option.

### Course Outline

This brand new course is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. Students are encouraged to reflect and develop their own attitudes, values and opinions in light of their learning.

Three components are covered in the A-Level; Philosophy of Religion, Religion and Ethics and Development in Jewish Thought.

The course will appeal to students who are interested in Judaism; to any student who is philosophically minded and interested in why the world is as it is and how religions in general, and Judaism in particular, respond to world issues; and to students who want to study generic philosophical and ethical theories at a higher level.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 6 in GCSE English Language and Grade 6 in iGCSE Religious Studies

# Sociology

## Examination Board: AQA

### Why study A-Level Sociology?

A-Level Sociology appeals to those who have a genuine interest in how the world around them operates and who question the existence of equality in society. The study of sociology enables students to develop their analytical and evaluative skills, as well as the ability to undertake their own research and evaluate the validity of existing sociological research.

### Course Outline

The A-Level Sociology course considers academic sociological theories as well as the research skills which sociologists use to carry out their investigations. The course looks domestically at the reasons behind inequality in areas such as education and family, as well as looking at more global issues such as crime and beliefs in society in the second year of study.

## What are the entrance criteria for this A-Level?

- Students must have achieved at least Grade 6 in GCSE English Language or GCSE English Literature.

# Extended Project Qualification

## Examination Board: AQA

### Why complete an Extended Project?

In addition to extending knowledge and developing skills, completing an extended project allows students to demonstrate their commitment to a subject, as well as their independent research skills. The extended project is often used as a focus for discussion in Oxbridge interviews, especially given the very competitive selection process for these prestigious universities.

### Course Outline

The Extended Project Qualification (EPQ) offers students the opportunity to create

"a single piece of work, requiring a high degree of planning, preparation and autonomous working. The projects that students complete will differ by subject, but all will require persistence over time and research skills to explore a subject independently in real depth."

The Extended Project Qualification (EPQ) is offered at Yavneh with the aim of providing more able students with the opportunity to demonstrate their ability to independently plan, research and write a 5,000 word dissertation style report on an area in which they have a specific interest e.g. medical research. Students are also required to deliver a small presentation on their research to a group of non-specialists.

The EPQ is an A-Level equivalent qualification, although is half the size of a full two year A-Level Programme. The completion of an Extended Project requires 120 hours of time; 30 of which come from the taught skills session delivered in the autumn and spring term of Year 12 and 90 hours of independent study time in which students will plan, research and write their essay and presentation. In addition, students are expected to attend regular meetings with their project supervisor, who will be monitoring their progress, as well as offering guidance and support.

Decisions as to when to start the project is left to the student's discretion, although most students start their research in the summer term of year 12 with the aim of completing their essay before they return to school after the summer holidays. Projects are marked internally by the project supervisor, and moderated externally. Students can either submit their project for entry at the end of October or the end of March.

## What are the entrance criteria for the EPQ?

- Students must have achieved at least Grade 6 /7 or above in a minimum of 6 GCSE subjects including GCSE English Language and Literature.
- Students must also have met the subject entry criteria for the A-Level or Business courses selected.