

SIXTH FORM



Create, Aspire and Excel
to 'Live life in all its fullness' (John 10:10)

What do students say about our Sixth Form?

Jake Tyler - Head Student

Sixth Form at CHA is a growing community, and the newly designated area offers a fantastic, modern space for both independent study and group work, making it easy to stay focused and motivated. With smaller class sizes, teachers are able to provide more personal support, which is incredibly useful in aiding your studies. Within Sixth Form, there are plenty of leadership opportunities, from mentoring younger students to leading clubs, which helps to build confidence and experience. You are provided with lots of information to help with the transition from Lower School to Sixth Form, along with taster days to experience various subject choices. When considering our next steps, we are guided through various pathways, and the team of staff are always available to offer support or help with any queries.

Eleanor Zindi - Head Student

Chiltern Hills Academy holds a special place in my heart, and I am honoured to serve as Head Student. The Academy's nurturing and inclusive environment fosters a sense of belonging and encourages every student to reach their full potential. The Sixth Form stands out due to its extensive range of subjects and the unwavering dedication of our teachers, who provide invaluable support and guidance. The strong sense of community and the myriad opportunities for personal and academic growth make it an exceptional place to continue our education. Furthermore, the Sixth Form offers numerous extracurricular activities and leadership opportunities, equipping us with essential skills for future endeavours. The friendships and connections formed here are truly priceless, and the positive atmosphere ensures that we thrive both academically and personally. In summary, Chiltern Hills Academy and its Sixth Form provide a comprehensive and enriching experience that I am immensely proud to be a part of.

Shivanshu Poudel - Year 12 Student

Chiltern Hills Sixth Form is an incredible place for personal development. Every single teacher cares about individual students' academic achievements as well as personal. Every student currently attending the Sixth Form are all supportive to one another which makes it a great environment for hard working students prepare for their futures.

Alisha Butt - Year 12 Student (Newcomer)

I joined Chiltern Hills Academy for Sixth Form because I wanted to be part of a supportive and vibrant learning environment that encourages personal growth. I am studying English Literature, Psychology and Sociology. Even after being here for only a few weeks, all the staff have shown me tremendous amounts of support and are helping in providing me the perfect foundation for aspirations while building lasting friendships along the way.

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Welcome

Welcome to the next stage in developing your skills, ambitions and careers.

It gives us great pleasure to outline the wide range of opportunities Chiltern Hills Academy Sixth Form can offer. We are extremely proud of our Sixth Form; its vibrant atmosphere, caring approach and dedicated students.

Academic and vocational success is central to our focus and all our students are encouraged to become inquisitive and independent learners, who will prosper in the workplace, at University and beyond.

We have over 25 different courses offered, ranging from traditional subject such as Mathematics, Biology, English Literature, the Performing Arts including Dance and Drama to more vocational subject such as Business and Creative Digital Media Production.

Each year we recruit a proportion of our Year 12 from other schools. Everyone, whether new to the Academy or already here, is assured of a warm welcome and we pride ourselves on our specially tailored induction programme for all students.

Students particularly appreciate the outstanding support and guidance they receive throughout their course and when considering future choices. We set out to develop in our young people, the attitudes and skills they need for continued achievement, not only in higher education but throughout their lives. We expect students to work hard and take responsibility, but we do not expect them to do it on their own. We support students at every stage and continually assess progress throughout their courses.

We also offer a wide range of extra-curricular activities such as Young Enterprise and Duke of Edinburgh, as well as lectures from a wide range of outside speakers and participation in sports and community projects. All Sixth Formers also benefit from a comprehensive careers programme including a 1:1 careers interview with an independent careers adviser.

We are really looking forward to meeting you at our Open Evening, or on any other occasion you would like to visit the Academy for a guided tour, and to welcoming you in September.

We look forward to welcoming you into our academy and can't wait to see the unique contributions you will bring to our community.

Mr T Dobbs – Principal

tdobbs@chacademy.co.uk

Mrs S Falcon – Assistant Principal

sfalcon1@chacademy.co.uk

Mrs A Hemsworth – Head of Sixth Form

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Miss K Forssling—Sixth Form Administrator

kforssling@chacademy.co.uk



Our Vision

We provide a student centered, inclusive school where we work together as a community to enable all students to unlock their true potential, unleash their creativity, aspire to be their best and excel in their future lives.

We foster an environment within which all young people develop the moral and spiritual values which help them to become active, thoughtful and considerate citizens.

Chiltern Hills Academy is a community that encourages every person to ***create, aspire and excel*** through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

Create

Together we encourage creativity through a harmonious and caring community based on

Aspire

Together we celebrate success and instil confidence that will equip students for life

Excel

Together we nurture self-belief to raise ambitions helping to understand the importance of education



Introduction

Organisation

The Sixth Form is divided into tutor groups of approximately twenty-five students. Each group is looked after by an experienced member of staff under the overall direction of the Head of Sixth Form. The Sixth Form area is on the first floor of E block. It contains two Sixth Form study areas with a small kitchen and a computer room for the students to use in their study periods, although many students prefer to bring their own devices.

Responsibilities

Sixth Form students are expected to take a positive and responsible part in all aspects of school life and its organisation. The staff look to the Sixth Form to set the standards expected from the Academy as a whole. Every encouragement is given to students to develop leadership and organisational skills; this may involve being on the Head Student Committee, mentoring and supporting younger students in their lessons, taking responsibility for extra-curricular activities, being a member of Student Voice and participating in charity events or social occasions. The elected Head Students have responsibility for looking after the Sixth Form centre, representing the views of the Sixth Form and organising social and fundraising activities for charity.

Annually the whole Academy will elect four senior students as Head Students and Deputy Head Students. All Year 12 students can nominate themselves for these roles.

Independent Study

Study time is provided on the timetable to help with the large amount of work set. This time supplements work undertaken at home, it does not replace it. This is the expected study commitment:

- Six to eight hours a fortnight for each Level 3 course per subject.
- Four hours a fortnight for a one-year BTEC First Award.

Learning Support

The Learning Support team is very keen to help students with special educational needs to further their education prospects in any appropriate way and can arrange individual programmes.

Dress and Appearance

Sixth Form students are expected to wear business suits to be smart and presentable. Sixth Form tutors will give guidance where necessary. Further details are in the Students' Handbook.

Charging Policy for Courses

All essential textbooks for courses are available for students to use free of charge. Students are advised however that, wherever possible, they should purchase their own individual copies of set texts in order that they may annotate them and use them at times most appropriate to their individual needs. Students are also required to provide their own writing equipment.

It is our policy to organise field trips, theatre trips and other visits to enhance learning. It is hoped that parents/carers will voluntarily support the cost of these activities; otherwise they may not be able to take place.

Post 16-19 Bursary

The Post 16-19 Bursary Fund is available for students whose parents' income meet the criteria. Expenses are reimbursed to students when required and authorised. Further details can be obtained from the Head of Sixth Form/Sixth Form Administrator.

Complementary Studies and Tutorial Programmes

To ensure that all our students receive a broad-based education, we run a Complementary Studies programme that is timetabled as part of their core studies. Students can select from a range of options that will extend their knowledge and personal skills.

Options vary each year but usually include:

- Cookery lessons
- Sport and team games including football, netball and table tennis
- Creative arts
- Young Enterprise - one-year training course designed to give people, over the age of 16, skills required to run an actual business. This course offers students the opportunity to experience working as part of a team and taking on responsibility, such as finance, human resources, sales and marketing. This is part of a national competition and is supported by Young Enterprise advisers and the course leader, Mrs Hemsworth.



- MIND mentoring –specialist training linked with MIND charity organisation to enable students to become mentors and offer support to lower school students and a local primary school
- Extended Project Qualification – ideal opportunity to gain a further qualification and UCAS points, enhancing learning skills and independent study

All Sixth Formers will also be involved in:

- PRE/Life Skills programme
- Voluntary community projects and careers workshops
- A week's work experience
- Tutor time each day – help with UCAS personal statements, mentoring, CV writing, Unifrog work, Study skills etc
- External visits e.g. to university open days, art exhibitions, careers conferences and fairs
- Guest speakers

Philosophy, Religion and Ethics Education (PRE)

Weekly, a 'Thought for CHA' presentation is produced for the whole school and there is a section specifically for Sixth Form, where students have the opportunity during form time to discuss certain points. We also invite external speakers to come in and give talks on religious education with a focus on reflection, to help support the students' academic study. Opportunities for students to discuss and review some of the big questions about life and how we live it are provided through mini conferences. PRE is a compulsory element for all Sixth Form students.

House System

All students will have an allocated house and be expected to assist with our house competitions and events as a part of their role in the school.

| | | | | | | |
|----------------|----------------|--------------|------------------------|--------------------|--------------------|--------------------|
| MANDELA | MALALA | PARKS | TURING | TEN BOOM | NIGHTINGALE | LUTHER KING |
| Respect | Honesty | Hope | Self-Discipline | Forgiveness | Compassion | Love |

Work Experience

All Y12 students will organise and plan one week's work experience in the summer term. We expect students to source and arrange their own placements, with support from our Sixth Form team where needed. Completed feedback sheets are important as they will form a part of any future employment or university references.

It is a compulsory element for every Y12 student as is a fantastic way to help you decide on your career path.

Work experience offers the following key benefits:

- **Career Exploration** - explore potential career paths and gain a better understanding of the workplace.
- **Skill Development** - experience work-based skills including time management, teamwork and communication
- **Increased Confidence** - improve your confidence and self-esteem by learning new skills
- **Improved Employment Prospects** - help you secure employment in the future.

Study Routes in the Sixth Form

We offer a personalised approach to learning in the Sixth Form and match students' courses of study to their interests and abilities. This pathway includes the Life Skills programme, Complementary Studies, Opportunity Days, UCAS support, CV writing, job application workshops and a work experience placement. There are two pathways available:

Pathway One The Academic Route

- **Students will study 3 GCE A Levels or Level 3 BTEC subjects**
- Courses are two years
- Written examinations in Year 13

This pathway requires a large amount of independent study in addition to timetabled lessons

Pathway One can lead to extensive career options, Higher or Degree apprenticeship opportunities or university entry. (BTEC Level 3 qualifications carry the same UCAS points as A Levels)

Pathway Two The Vocational Route

This pathway is appropriate students who have not achieved the entry requirements for Level 3 study.

- **Students will study up to 3 Level 2 BTEC courses** (equivalent to GCSE)
- **Students have to re-take GCSE Mathematics and/or English Language if they did not achieve a GCSE Grade 4** in either
- Courses are one year
- Combination of coursework and written examinations

A growing number of our students now choose this route and if successful, these courses are equal to GCSE equivalent passes. This can be a stepping stone to Level 3 courses the following September.

Alternatively, this pathway is excellent preparation for work-based apprenticeships or further education courses.

Entry Criteria

| Level 2 Subjects | Subject Specific Entry Criteria |
|---|--|
| The following Level 2 qualifications are appropriate for students to study who have not achieved a grade 5 or above in GCSE English and Mathematics and the other necessary entry requirements. | |
| BTEC Level 1/Level 2 First Award in Creative Digital Media Production | 4 GCSEs grade 3 or above are required, including Maths and English |
| BTEC Level 1/Level 2 First Award in Health and Social Care | |
| BTEC Level 1/Level 2 First Award in Public Services | |

| Level 3 Subjects | Subject Specific Entry Criteria |
|--|---|
| The following subjects are appropriate for students who are intending to study three Level 3 courses (BTEC Level 3 and A Level) in Year 12. | |
| All students must have obtained the entry requirements detailed below, in addition to a grade 5 or above in GCSE Mathematics and English for all Level 3 courses. | |
| Students who have not studied the GCSE subject required may still be considered – please speak to the Sixth Form team. | |
| GCE A Level Art, Design, Photography | Grade 6 or above in GCSE Art & Design or Photography. |
| GCE A Level Biology | Grade 6 or above in GCSE Biology or a minimum of 6:6 in Combined Science. |
| BTEC Level 3 National Extended Certificate in Business | Grade 5 or above in GCSE Business. |
| GCE A Level Chemistry | Grade 6 or above in GCSE Chemistry or a minimum of 6:6 in Combined Science. |
| GCE A Level Dance | Grade 6 or above in GCSE Dance. Students should be attending additional dance classes both in and outside of school. |
| BTEC Level 3 National Certificate in Performing Arts (Dance) | Grade 6 or above in GCSE Dance. Students should be attending additional dance classes both in and outside of school. |
| GCE A Level Drama | Grade 6 or above in GCSE Drama. |
| GCE A Level English Language | Grade 6 or above in GCSE English Language. |
| GCE A Level English Literature | Grade 6 or above in GCSE English Language and English Literature. |
| GCE A Level French | Grade 6 or above in GCSE French. |
| GCE A Level Geography | Grade 6 or above in GCSE Geography. |
| BTEC Level 3 Extended Certificate in Health and Social Care | Although previous study of Health and Social Care is not essential, students who have taken BTEC Level 2 Health and Social Care require a Merit grade or above. |
| GCE A Level History | Grade 6 or above in GCSE History. |
| GCE A Level Mathematics | Grade 6 or above in GCSE Mathematics. |
| GCE A Level Further Mathematics | Grade 7 or above in GCSE Mathematics. Students must also study A Level Mathematics. |

| | |
|---|---|
| Level 3 Core Maths | Grade 4 or above in Mathematics and English Language. Students must have followed the Higher tier in GCSE Mathematics. |
| GCE A Level Media Studies | Grade 5 or above in GCSE Media. |
| GCE A Level Music | Grade 6 or above in GCSE Music. Students should be able to play a musical instrument/sing to approximately grade 5 standard. |
| GCE A Level Physical Education | GCSE Grade 6 / Level 2 Merit or above in Physical Education. Grade 5 or above in GCSE Science. |
| GCE A Level Physics | Grade 6 or above in GCSE Physics or a minimum of 6:6 in Combined Science. |
| GCE A Level Psychology | Grade 5 or above in GCSE English and Mathematics. Grade 4 or above in GCSE Science is preferable. |
| GCE A Level Sociology | Grade 5 or above in GCSE English. |
| GCE A Level Spanish | Grade 6 or above in GCSE Spanish. |
| BTEC Level 3 Extended Certificate in Travel and Tourism | Although previous study of Travel and Tourism is not essential, students who have taken BTEC Level 2 Travel and Tourism require a Merit grade or above. |

***Please note that courses may not run if there are insufficient numbers.**



GCSE Qualifications

Students who wish to undertake sixth form courses but who have not achieved a grade 4 or above in Mathematics and/or English Language will have to re-engage in this subject to continue to develop their skills and will have the opportunity to re-take this qualification in Sixth Form.

The following courses are designed to help support these students and those on any of our one-year courses.

GCSE English Language

Course Outline

It is intended to structure the lessons on a flexible learning framework in which the requirements of each student will be assessed and a suitable programme of study agreed. All students will have a mixture of timetabled lessons, flexible study sessions and individual or group workshops/tutorials. Students will be expected to work through past papers with the opportunity for these to be marked by members of the English department.

The course runs for one year, with the first opportunity to re-take the examination in November. They will have a further opportunity to re-sit the examination in June if they do not achieve a grade 4 or above.

Course Content and Assessment

Examination board: AQA

Assessment: 100% examination - Paper 1 and Paper 2

Progression

English Language is essential for many careers and for those wishing to go on to further education.

GCSE Mathematics

Course Outline

Students will attend timetabled lessons throughout the course of the year with members of the Mathematics staff team. Students are expected to work individually on past papers and will have the opportunity to sit their examination in November.

Students will have a further opportunity to re-sit the examination in June if they do not achieve a grade 4 or above.

Course Content and Assessment

Examination board: Edexcel

Assessment: 100% examination - Paper 1 (Non-Calculator), Paper 2&3 (Calculator)

Progression

A mathematics qualification is essential for many careers and for those wishing to go on to further education.

BTEC Level 1 / 2 First Award in Creative Digital Media Production

| | |
|---------------------------------|--|
| Examination Board: Pearson BTEC | Course Requirements: At least 4 GCSEs grade 3 or above. |
| Curriculum Leader: Mrs J Ryan | Website: https://qualifications.pearson.com |

Course Outline

This subject encourages students to explore relevant specialisations in their learning. In addition, it supports those who may also be working towards achieving GCSE English and/or Mathematics qualifications and wish to complement their study programme with a qualification that supports preparation for work or progression.

Course Content and Assessment

Unit 1 is assessed externally by Pearson and the other 3 Units are assessed internally. All grades are based on coursework. There is no exam for this course.

During the year students will study the following topics:

Unit 1: Digital Media Sectors and Audiences - in this unit learners will explore the digital media industry and all five key sectors that fall under it (Digital Moving Image, Digital Audio Production, Digital Publishing, Website Production and Digital Games Production). They will also explore the different types of audiences and how audiences can engage with each sector.

Unit 2: Planning and Pitching a Digital Media Product - in this unit learners will use their verbal, written and visual communication skills to enable them to formulate, develop and pitch ideas of a product that they then plan to produce.

Unit 3: Digital Moving Image Production – in this unit learners will investigate key features of digital moving image productions, including structures, generic conventions and audience address, in preparation for the making of a film or video.

Unit 4: Digital Publishing Production - in this unit, learners will gain the knowledge and skills required for the design and development of digital publishing products. They will also have an overview of how to source materials and then combine them. Learners will organise and manage the production of a digital publishing product.

There are four levels of achievement:

- Level 2 Distinction*
- Level 2 Distinction
- Level 2 Merit
- Level 2 Pass

Progression

This qualification has been developed to inspire and enthuse students to consider a career in creative digital media or to pursue further studies of media. It presents knowledge, skills and understanding in a meaningful, work-related context, allowing students to explore media concepts and their application.

BTEC Level 1 / 2 First Award in Health and Social Care

| | |
|---------------------------------|--|
| Examination Board: Pearson BTEC | Course Requirements: At least 4 GCSEs grade 3 or above including Maths and English. |
| Curriculum Leader: Miss E Rowan | Website: https://qualifications.pearson.com |

Course Outline

This qualification provides a good introduction to Health and Social Care for learners in post-16 education and brings together learning at levels 1 and 2 to ensure that every learner taking the qualification completes it with a level of understanding and skill on which to build at a later date.

The first core unit of this qualification, which is externally assessed, provides learners with a solid foundation in human lifespan development. Learners will also gain an appreciation of the importance of health and social care values in the sector from the second core unit. This qualification contains a range of optional specialist units, to accommodate a wide range of learners' needs and interests.

Underpinning the qualification is a focus on core values and communicating with individuals to maintain their dignity and sense of being valued. The qualification design, including the range of topics, allows students the freedom to explore the things that interest them as well as providing a good opportunity to enhance their learning in a range of areas.

In addition, students will develop transferable technical and practical skills in communication, professional behaviours in the workplace, reflective practice and preparation for interviews to secure employment or an apprenticeship.

Course Content and Assessment

The Certificate is made up of four core units:

- Unit 1: Human Lifespan Development (exam)
- Unit 2: Health and Social Care Values
- Unit 3: Effective Communication Skills
- Unit 4: Promoting Health and Wellbeing

There are four levels of achievement:

- Level 2 Distinction
- Level 2 Merit
- Level 2 Pass
- Level 1

Progression

Achieving this qualification will give learners an advantage when applying for a job in the health and social care sector. The types of roles in the health and social care sector include care home assistant, domiciliary care worker, crèche worker, childcare assistant or volunteer. This qualification will also support progression into Level 3 qualifications, T Levels and apprenticeships.

BTEC Level 1 / Level 2 First Award in Public Services

| | |
|----------------------------------|--|
| Examination Board: Pearson BTEC | Course Requirements: At least 4 GCSEs grade 3 or above including Maths and English. |
| Curriculum Leader: Miss J Keeble | Website: https://qualifications.pearson.com/en/qualifications/btec-firsts/public-services-2014-nqf.html |

Course Outline

This qualification provides a good introduction to Public Services for learners in post-16 education and brings together learning at levels 1 and 2 to ensure that every learner taking the qualification completes it with a level of understanding and skill on which to build at a later date. This qualification is designed to inspire and enthuse learners to consider a career in the public service sector, give learners the opportunity to gain a broad knowledge, understanding and develop skills in, the public service sector. It also provides opportunities for the development of transferable skills related to study and vocational application that provide a platform for success both within the public services and elsewhere.

The first core unit of this qualification, which is externally assessed, provides learners with a solid foundation in the role and work of the public services. Learners will also gain an appreciation of the importance of skills required by professional in the public services sector from the second core unit. This qualification contains a range of optional specialist units, to accommodate a wide range of learners' needs and interests. The qualification design, including the range of topics, allows students the freedom to explore the things that interest them as well as providing a good opportunity to enhance their learning in a range of areas.

In addition, students will develop transferable technical and practical skills in communication, professional behaviours in the workplace, reflective practice and preparation for interviews to secure employment or an apprenticeship.

Course Content and Assessment

The Certificate is made up of four core units:

- Unit 1: The Role and Work of the Public Services (exam)
- Unit 2: Working Skills in the Public Services
- Unit 3: Employment in the Public Services
- Unit 4: Public Services and Community Protection

There are four levels of achievement:

- Level 2 Distinction
- Level 2 Merit
- Level 2 Pass
- Level 1

Progression

This will support progression into a more specialised Level 3 vocational or academic course or into an apprenticeship and give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the public service sector, for example entry level jobs within the armed services or non-uniformed services. This qualification will also support progression into Level 3 qualifications, T Levels and apprenticeships, including those directly within the Public Services Industry

Extended Project Qualification

| | |
|--------------------------------|--|
| Examination Board: AQA | Course Requirements: Students working on or above target grades with an attendance of 95% or above. Other suitability is judged on an individual basis. |
| Course Leader: Mrs A Hemsworth | Website: https://www.aqa.org.uk/subjects/projects/project-qualifications/EPQ-7993 |

Course Outline

The Extended Project Qualification (EPQ) has proved to be popular with students and teachers alike. It provides an opportunity for students to extend their abilities beyond the A Level syllabus and stand out when they prepare for university or their future career. The EPQ is taken as a stand-alone qualification alongside other Level 3 qualifications.

It is worth half an A Level (up to 28 UCAS points) so can be used to earn extra UCAS points. An increasing number of universities are including the EPQ in their offers to students. Many universities and further education institutions support project qualifications directly and recognise the value of the skills they develop. Some make lower offers for students taking the EPQ.

In this qualification, there are 120 Guided Learning Hours and 30 Taught Skills Hours to produce either a 5,000 word project or an artefact and 1000 words.

Course content and Assessment

The EPQ requires students to carry out research on a topic that they have chosen. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production. A student can take inspiration from something studied in class or something completely unrelated to their studies.

The EPQ allows students to embark on largely self-directed projects. By taking responsibility for the choice and design of an individual project (or an individual role in a group project) students:

- Become more critical, reflective and independent learners
- Develop and apply decision-making and problem-solving skills
- Increase their planning, research, analysis, synthesis, evaluation and presentation skills
- Learn to apply new technologies confidently
- Demonstrate creativity, initiative and enterprise.

Undertaking an EPQ can also deliver other benefits for students and schools, such as:

- Boosting student recruitment by making the curriculum more attractive
- Increasing student motivation by allowing them to study topics of personal interest
- Enabling students to apply their new skills to other areas of study.

GCE A Level Art, Design, Photography

| | |
|----------------------------------|--|
| Examination Board: AQA | Course Requirements: Grade 6 or above in GCSE Art & Design or Photography |
| Curriculum Leader: Mrs N McMahon | Website: https://www.aqa.org.uk/subjects/art-and-design |

Course Outline

A Level Art & Design is a two-year course that supports students explore and develop appropriate skills and techniques for higher education. Students will research a variety of topics and produce meaningful projects as part of their personal investigation. Students focus all their work on the following four assessment objectives:

Each component aims to develop students' ability to generate and develop ideas for their practical work and to build contextual understanding:

- develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
- record ideas, observations and insights relevant to intentions, reflecting critically on work and progress
- present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Course Requirements

Grade 5 or above in Art & Design. Please speak to a member of the Art team if you have not studied GCSE Art & Design to discuss your suitability.

Course Content and Assessment

The A level consists of two components:

Component 1 - Personal Investigation (60%)

Part 1 - From personal starting points students to submit supporting studies and personal outcomes

Part 2 - Personal study. Students to submit a piece of 'continuous prose' 3000 words

Component 2 - Externally Set Assignment (40%)

Externally set, broad based theme released to teachers and students. Students will create over 15 hours of sustained focus and a final response to the theme. They will submit preparatory studies and personal outcomes.

Candidates will be required to be enthusiastic, committed and well organised to succeed at A level Art and Design. Students will have to work from personal starting points and therefore have the scope to be independent of thought while improving skills and creative processes during structured lessons. It is vital for the candidate to complete work in a fluent and confident way in order to achieve in the subject. The course should appeal to the serious art student who wishes to explore their creative and problem-solving skills and abilities independently.

GCE A Level Biology

| | |
|--------------------------------|--|
| Examination Board: AQA | Course Requirements: GCSE grade 6 or above in Biology or a minimum of 6:6 in Combined Science. |
| Curriculum Leader: Dr G Chahal | Website: https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402 |

Course Outline

The use of scientific knowledge in daily life affects everyone and an understanding of science is vital for any progression in modern society. A Level Biology places an emphasis upon the applications of scientific principles and their relevance in health, industry and sustainability. This qualification involves a large amount of practical work; students should be prepared to spend several hours a week in consolidating class work, private study and background reading.

Course Content and Assessment

Assessment: there will be two exams at the end of Year 12 (AS) to ensure students are keeping pace with the course. This will be followed by three exam papers taken at the end of Year 13. Each paper will contain content as outlined during the course as well as questions based on the 12 required practicals carried out throughout the year (there will be no separate practical examination).

Topics include:

- Biological Molecules
- Cells
- Organisms Exchange Substances with their Environment
- Genetic Information, Variation and Relationships Between Organisms
- Energy Transfers In and Between Organisms
- Organisms Responding to Changes in Their Internal and External Environments
- Genetics, Populations, Evolution and Ecosystems
- The Control of Gene Expression.

Progression

A Level Biology is essential where students may wish to study biology, zoology, ecology, animal science, marine biology, life sciences, medicine, environmental science, forensic science or any other subject related to the natural world, with many other courses preferring biology at either AS or A Level.

Possible career choices that require A Level Biology include: biological testing, biotechnology, independent research, food industry jobs, nutrition, medicine, doctor, nurse, synthetic biology, bioengineering, biomedical engineering, veterinarian, zoologist, zookeeper, animal care, veterinary nurse, scientist, as well as many others.

BTEC Level 3 National Extended Certificate in Business

| | |
|------------------------------|---|
| Examination Board: Pearson | Course Requirements: Although previous study of Business is not essential, students who have taken the GCSE in Business require a Grade 5 or higher to study this course. |
| Course Leader: Miss J Keeble | Website: https://qualifications.pearson.com/ |

Course Outline

This is a vocational or work-related qualification and means that students will have the opportunity to gain specific knowledge, understanding and skills that are relevant to the world of work.

The principles of business that students will learn here underpin every organisation, from presenting positive marketing messages and developing effective interpersonal skills, to operating within a legal framework and accurate accounting.

Course Content and Assessment

Assessment: The National Extended Certificate is equivalent to one A Level. There are four units and two are externally assessed (external assessment, 58% of the total marks).

- Unit 1: Exploring Business - in this introductory unit students will study the purposes of different businesses; their structure, the effect of the external environment and how they need to be dynamic and innovative to survive (coursework assignments marked internally, weighting 25% of the total marks).
- Unit 2: Developing a Marketing Campaign - students will gain skills relating to and an understanding of how a marketing campaign is developed (controlled assessment task, set and marked externally and based on pre-released material, weighting 25% of the total marks).
- Unit 3: Personal and Business Finance - students study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information (written exam to be taken January/June, weighting 33% of the total marks).
- Unit 8: Recruitment and Selection Process - students explore how the recruitment process is carried out in a business. They have the opportunity to participate in selection interviews and review their performance (coursework assignment marked internally, weighting 17% of the total marks).

There are four levels of achievement:

- Level 3 Distinction* (equivalent to one A Level grade A*)
- Level 3 Distinction (equivalent to one A Level grade A)
- Level 3 Merit (equivalent to one A Level grade C)
- Level 3 Pass (equivalent to one A Level grade E)

Progression

This course is for students who are interested in learning about the business sector, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. Successful BTEC Level 3 Business students often continue their studies at further education colleges and universities. Possible career opportunities include management, accounting, marketing, human resources and retailing.

GCE A Level Chemistry

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|----------------------------|--|
| Examination Board: AQA | Course Requirements: GCSE grade 6 or above in Biology or a minimum of 6:6 in Combined Science. |
| Course Leader: Ms F Falola | Website: https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405 |

Course Outline

Enthusiasm and commitment are needed. Students should be prepared to spend several hours a week in consolidating class work, private study and background reading.

Course Content and Assessment

Assessment: Our A-Level chemistry students are entered in for AS chemistry at the end of May during their first year. If they obtain a good grade in this subject, then they will be allowed to complete the A2 element of this course. This exam is made up of three exam papers taken at the end of Year 13.

Year 12 (AS Level)

Unit 1

- Atomic Structure
- Amount of Substance
- Bonding
- Energetics
- Kinetics
- Equilibria and Redox Reaction

Unit 2

- Periodicity
- Group 2 and Group 7 elements
- Introduction to Organic Chemistry.
- Alkanes and Halogenoalkanes.
- Alkenes and Alcohols
- Organic Analysis

Year 13 (A Level) - in the second year, students will study the following additional topics:

- Physical Chemistry – Thermodynamics, Rate Equations & K_p , Electrode potentials and cells and Acids, Bases and pH
- Inorganic Chemistry - Period 3 Properties and Transition Metals
- Organic Chemistry - Optical Isomerism, Aldehydes and Ketones, Carboxylic Acids, Aromatic Chemistry, Amines, Polymers, Amino Acids, Organic Synthesis, NMR Spectroscopy and Chromatography.

Progression

Chemistry will help students get ahead in most STEM (Science, Technology, Engineering and Mathematics) careers and more besides. It is an important subject for careers in medicine, environmental science, engineering, toxicology, developing consumer products, metallurgy (studying how metals behave), space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research.

GCE A Level Dance

| | |
|----------------------------------|---|
| Examination Board: AQA | Course Requirements: GCSE grade 6 or above in Dance. Students should be attending jazz, ballet, modern or contemporary classes both in and outside of school. |
| Curriculum Leader: Mrs J Lumsden | Website: https://www.aqa.org.uk/subjects/dance/as-and-a-level/dance-7237 |

Course Outline

The course aims to reflect both historical and current dance practices, making them relevant and inspiring a lifelong passion and appreciation for dance. Students will develop their knowledge of the history of dance as well as choreographers' work both past and present. Students should be prepared to study in depth a vast range of dance works from a variety of practitioners as well as periods of time. Students will develop their creative, analytical, evaluative, choreographic, technical, performance and expressive skills throughout this course.

Course Content and Assessment

Assessment: written examination, coursework, external assessment.

Students study the course across the two years, sitting their practical examination in April and the written paper in May/June of Year 13.

- **One compulsory** set work within the compulsory area of study - written examination
- **One optional** set work within the corresponding area of study, from a choice of four - written examination
- Performance in a quartet – practical, externally assessed
- Solo performance linked to a specified practitioner within an area of study – practical, externally assessed
- Group choreography – practical, externally assessed

Progression

Some students will go on to study dance at university or dance college with career opportunities as professional dancers, choreographers, dance therapists, dance teachers, community artists, dance critics or dance physiotherapists. It can also be combined with subjects such as performing arts, media, music, science or history. Other students may pursue a commercial dance career, auditioning for competing troupes, performance companies, touring musicians or television. In the last few years, we have had students go on to study at The Brit School, Bird College, Performers' College, Middlesex University and Falmouth University.



BTEC Level 3 National Extended Certificate on Performing Arts (Dance)

| | |
|----------------------------------|--|
| Examination Board: Pearson | Course Requirements: GCSE grade 6 or above in Dance. Students should be attending jazz, ballet, modern or contemporary classes both in and outside of school. |
| Curriculum Leader: Mrs J Lumsden | Website: https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.html#%2Ftab-Extended-Certificate-in-Performing-Arts_1 |

Course Outline

The course aims to develop students' knowledge of the development of dance, whilst deepening their knowledge of choreographers and styles. Students will refine the required skills within two dance genres, to enable them to become diverse performers. They will master different contemporary techniques and respond to varying stimuli, to create their own choreographic work. Students will broaden their understanding of the dance world by analysing the work of numerous choreographers, both past and present and evaluating how their work contributes towards a given theme.

Course Content and Assessment

Assessment: written examination, coursework, external assessment.

During Year 12 students will study the following:

- Unit 1: Investigating Practitioners' Work - written examination
- Unit 2: Developing Skills and Techniques for Live Performance - coursework, in class assessment.

During Year 13 students will study the following:

- Unit 3: Group Performance Workshop - externally assessed
- Unit 12: Contemporary dance technique - coursework, in class assessment.

There are four levels of achievement:

- Level 3 Distinction* (equivalent to A Level grade A*)
- Level 3 Distinction (equivalent to A Level grade A)
- Level 3 Merit (equivalent to A Level grade C)
- Level 3 Pass (equivalent to A Level grade E)

Progression

Some students will go on to study dance at university or dance college with career opportunities as professional dancers, choreographers, dance therapists, dance teachers, community artists, dance critics or dance physiotherapists. It can also be combined with subjects such as performing arts, media, music, science or history. Other students may pursue a commercial dance career, auditioning for competing troupes, performance companies, touring musicians or television. In the last few years, we have had students go on to study at The Brit School, Bird College, Performers' College, Middlesex University and Falmouth University.



GCE A Level Drama

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|------------------------------------|--|
| Examination Board: Eduqas | Course Requirements: GCSE grade 6 or above in Drama. All students will be required to attend an acting workshop to assess their suitability if they did not study GCSE Drama. |
| Curriculum Leader: Miss P Leathers | Website: https://www.eduqas.co.uk/qualifications/drama-and-theatre-as-a-level/#tab_keydocuments |

Course Outline

The WJEC Eduqas A level in Drama and Theatre offers a dynamic and rigorous course that encourages students to develop a critical, analytical framework for creating, performing, and understanding theatre. It integrates theoretical research with practical exploration, fostering an appreciation of how social, cultural, and historical contexts shape drama. Students engage in various theatre-making opportunities, from interpreting published texts to devising original works, and participate both as performers and audience members. The course emphasizes collaboration, creativity, and independent thinking while promoting safe practices and the ability to critically evaluate their own and others' work.

Course Content and Assessment

Component 1: Theatre Workshop (20%, 60 marks) requires students to reinterpret a published text extract, applying the techniques of a renowned theatre practitioner or company. The assessment includes: A performance and a comprehensive essay explaining the process.

Component 2: Text in Action (40%, 120 marks) involves producing two live performances: one devised from a stimulus using a practitioner's methods, and one text extract performed in a contrasting style. The assessment includes: Two performances to a visiting examiner. A detailed process and evaluation report submitted to the examiner.

Component 3: Text in Performance (40%, 120 marks) is a written exam focused on the study of two complete texts and an extract from a third, ensuring a diverse range of social, historical, and cultural contexts. We are currently studying Dario Fo's - Accidental Death of an Anarchist, Machinal by Sophie Treadwell and The Curious Incident of the Dog in the Night-time. These are set to change for the examinations that will take place in 2027.

Progression

Studying A level Drama can significantly enhance future prospects by developing valuable skills such as creativity, communication, collaboration, and critical thinking. These skills are highly transferable, opening up a range of career opportunities beyond theatre. Potential jobs include actor, director, playwright, and stage manager, while linked careers span media, teaching, arts administration, event management, public relations, and even roles in law or business where strong presentation and interpersonal abilities are crucial. Drama provides a strong foundation for any career requiring innovative problem-solving and confident communication.

Note: Students intending to pursue Law at Russell Group universities should note that those who select Drama as one of their subjects frequently demonstrate a high success rate in gaining course placements. In contrast, applicants with a focus on Chemistry and Physics have been notably less successful in securing entry to Law programmes



GCE A Level English Language

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|--|--|
| Examination Board: AQA | Course Requirements: GCSE grade 6 or above in English Language. |
| Course Leaders: Mrs S Putman and Mr E Storey | Website: https://www.aqa.org.uk/subjects/english/a-level/english-7702/specification |

Course Outline

The course offers exciting sources, with the concepts and methods appropriate for the analysis of English language. The variety of assessment styles used, such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing, allows students to develop a wide range of skills. These include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills which are invaluable for both further study and future employment.

Course Content and Assessment

Assessment: written examination and coursework.

AS

Paper 1: Language and the Individual Textual variations and representations

Paper 2: Language Varieties Language diversity

Writing skills

A Level

Paper 1: Language, the Individual and Society Textual variations and representations Children's language development (0-11 years)

Paper 2: Language Diversity and Change Language diversity and change Language discourses

Writing skills

Non-exam assessment: Language in Action

A language investigation (2,000 words excluding data)

A piece of original writing and commentary (1,500 words total)

Progression

GCE English Language forms a secure foundation for other A Level subjects and entrance to higher education courses. The course encourages the development of strong communication and reasoning skills and the ability to analyse while working independently. These skills contribute to making the student highly employable.

GCE A Level English Literature

| | |
|---|--|
| Examination Board: OCR | Course Requirements: GCSE grade 6 or above in English Language and English Literature. |
| Course Leaders: Mrs C Shelley and Miss E Muir | Website: https://www.ocr.org.uk/qualifications/as-a-level-gce/english-literature-h072-h472-from-2015/ |

Course Outline

The aim of this two year course is to encourage students to develop their interest in and enjoyment of literature and literary studies as they read widely and independently both set texts and others that they have selected for themselves. They will engage creatively with a substantial body of texts and ways of responding to them and will develop and effectively apply their knowledge of literary analysis and evaluation in speech and writing.

Course Content and Assessment

Assessment: written examination and coursework.

Year 1 A Level - this first year of the course consists of studying the following:

- Component 1: Drama & Poetry Pre-1900 Shakespeare- students will study Hamlet by William Shakespeare (written exam).
- Component 2: Comparative/Contextual Study - students will study Dracula by Bram Stoker and The Bloody Chamber, a collection of short stories by Angela Carter. They will also study Gothic Critical Appreciation (written exam).
- Component 3a: Creative Writing Coursework (Drama: Jerusalem).

Year 2 A Level - the second year of the course consists of the following:

- Component 1: Drama & Poetry Pre-1900 - students will study The Duchess of Malfi by John Webster and Selected Poems by Christina Rossetti (written exam).
- Component 3B: Comparative essay - One novel and one poetry text of the students' choice approved by OCR exam board.

Texts that were studied in Year 12 will be revisited in Year 13 in preparation for written examinations.

Progression

GCE English Literature combines well with almost all other A Level subjects and entrance to higher education courses.

GCE A Level Film Studies

| | |
|------------------------------|--|
| Examination Board: Eduqas | Course Requirements: Grade 5 or above in GCSE Media. |
| Curriculum Leader: Mr E Wood | Website: https://www.eduqas.co.uk/qualifications/film-studies-asa-level/#tab_keydocuments |

Course Outline

Film Studies at A-Level is an academic subject that explores the art, history, and theory of cinema. It involves the critical analysis of films from a variety of genres, cultures, and time periods, examining how films are constructed and how they reflect social, cultural, and historical contexts. Students engage with different aspects of filmmaking, such as cinematography, sound, editing, and narrative, while also studying key theoretical concepts and film movements. Through the study of both mainstream and independent films, A-Level Film Studies encourages a deeper understanding of how films communicate ideas, evoke emotions, and influence audiences. This subject also allows students to explore the role of film in society and its power as a tool for storytelling and cultural expression.

Course Content and Assessment

Component 1: Varieties of film and filmmaking (Written examination)

- Hollywood 1930-1990
- American film since 2005/2012
- British film since 1995

Component 2: Global filmmaking perspective (Written examination)

- Global film
- Documentary film
- Film movements- Silent cinema/ Experimental cinema

Component 3: Production (Coursework)

- Short film (4-5 minutes)
- Evaluation analysis (1600 words)

*Please note students cannot select Media and Film Studies due to duplication of content.

GCE A Level French

| | |
|------------------------------------|--|
| Examination Board: AQA | Course Requirements: Students should have achieved at least a grade 6 in GCSE French |
| Curriculum Leader: Mrs E Forssling | Website: https://www.aqa.org.uk/subjects/french/a-level/french-7652/specification |

Course Outline

In studying this subject, students will:

- Develop an interest in and enthusiasm for language learning
- Develop understanding of the language in a variety of contexts and genres
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- Derive enjoyment and benefit from language learning.

Course Content and Assessment

Assessment: this takes place at the end of Year 13.

- Paper 1: Listening, Reading, Writing - 2.5 hours, weighting 50% of the total marks
- Paper 2: Writing - 2 hours, weighting 20% of the total marks
- Paper 3: Speaking, including individual research project, weighting 30% of the total marks.

During this course, students will study the following topics:

- Social Issues and Trends
- Political and Artistic Culture
- Grammar
- Works - Literacy Texts and Films.

Progression

Students can move on to study languages at university and often study international business with languages, economics with languages, international development studies or sciences with languages (for translation of medical and scientific terms as well as international commerce). In addition, students may also go on to study teaching, translation and interpretation (especially from a political point of view but also for business contracts) and law and languages (international law, human rights and the EU).

Having a knowledge of a foreign country and its culture will enable students to communicate effectively, which is a skill valued by many employers in a wide range of fields including engineering, science, advertising and administration.

GCE A Level Geography

| | |
|--------------------------------|--|
| Examination Board: AQA | Course Requirements: GCSE grade 6 or above in Geography |
| Curriculum Leader: Miss K Dunn | Website: https://www.aqa.org.uk/subjects/geography/a-level/geography-7037/specification |

Course Outline

Geography studies the world and its people, looking at how the physical and human world interact. Geography is evident in our daily lives, newspaper articles and news reports everyday informing us what is happening in all areas of the world. People make choices and decisions based upon these events. Students will study how they fit into the bigger picture and can make changes to the world's future. As Michael Palin famously said, 'Geography is the subject which holds the key to our future.'

Course Content and Assessment

Assessment: It is expected that students will take the course as a two-year process, with one set of exams at the end of Year 13.

Fieldwork: There will be a 5-day residential trip in the second year of the course. It is expected that all students will attend this as it is a formal requirement of the exam board. The cost is approximately £250. Sixth Form bursary applications are welcomed to help subsidise or cover this cost.

All students will study core human and physical geography. In each area of study, students will consider their own values and attitudes to the issues being studied and support their learning through the study of specific case studies. They will also develop a variety of geographical skills, which broaden and deepen existing knowledge and can be employed with a greater degree of independence.

Topics will include:

Water and Carbon Cycles

Coastal Systems and Landscapes

Hazards

Population and the Environment

Global Systems and Global Governance

Changing Places

Geography Fieldwork Investigation and Geographical Skills

Progression

Students who have studied GCE Geography will have a wide range of possible career and higher education opportunities. Geography is traditionally regarded as a subject with a very wide range of transferable skills; skills that are in demand from employers and universities. Geography provides opportunities in many fields including business, education, urban land and environmental management, engineering and surveying, public services and travel and tourism.

BTEC AAQ Level 3 National Extended Certificate in Health and Social Care

| | |
|---------------------------------|--|
| Examination Board: Pearson BTEC | Course Requirements: At least 4 GCSEs grade 5 or above including Mathematics and English. |
| Curriculum Leader: Miss E Rowan | Website: https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-aaq.html |

Course Outline

Equivalent to one A Level, this course provides a broad basis of study for the health and social care sector.

This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

All content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the health and social care sector. In addition, students will develop transferable technical and practical skills in communication, professional behaviours in the workplace, reflective practice and preparation for interviews to secure employment, apply for university or an apprenticeship.

Course Content and Assessment

There are 4 units that need to be completed:

- Unit 1: Human Lifespan Development
- Unit 2: Human Biology and Health
- Unit 3: Principles of Health and Social Care Practice
- Unit 5: Promoting Health Education

Unit 1, 2 and 3 are examinations, weighting 75% of the course. The other unit is coursework, weighting 25% of the course.

There are four levels of achievement:

- Distinction* (56 UCAS Points)
- Distinction (48 UCAS Points)
- Merit (32 UCAS Points)
- Pass (16 UCAS Points)

Progression

Achieving this qualification will give learners an advantage when applying for a job in the health and social care industry. The types of roles in the sector include: healthcare assistant, care home assistant and domiciliary care worker. This widely recognised BTEC qualification, alongside other A Level qualifications, will also support progression into advanced apprenticeships and university qualifications such as social work, nursing, occupational therapy, midwifery and teaching.

GCE A Level History

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|---------------------------------|--|
| Examination Board: AQA | Course Requirements: GCSE grade 6 or above in History. |
| Curriculum Leader: Mrs A Marris | Website: https://www.aqa.org.uk/subjects/history/a-level/history-7042/specification/subject-content/introduction |

Course Outline

The course is varied and enables students to develop their analytical skills while studying key events in history.

Course Requirements

Students wishing to study this subject should have achieved at least a grade 6 in GCSE History.

Course Content and Assessment

Assessment: two exams, each 2.5 hours and a non-examined unit, which is an essay of 3,000 words.

The course is divided into three components:

- Component 1: The Tudors 1485-1603 - a breadth study, this is the study of a significant historical development over a period of 100 years and associated interpretations.
- Component 2: Italy and Fascism c1900-1945 - a depth study; this is the study of a period of major historical change or development and associated primary evidence.
- Component 3: Historical Investigation - personal study, this is based on a topic of the student's choice. This will take the form of a question and then the answer to that question and must cover a range of 100 years.

Progression

Students with AS or A Level History have a wide range of possible career and higher education opportunities. They will learn and use a wide variety of transferable skills during the course. These skills are in demand from employers, universities and colleges and are also valuable in their own right. History is a good basis for a wide range of university courses including accountancy, law, journalism and teaching. Many students will also use their qualification to go straight into employment rather than into higher education. A wide range of occupations will be open to students with an AS or A Level in History. This can also include the opportunity to receive further training in a range of different areas.

GCE A Level Mathematics

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|------------------------------------|--|
| Examination Board: Pearson Edexcel | Course Requirements: GCSE grade 6 or above in Mathematics |
| Course Leader: Mr R Vaddiraju | Website: https://qualifications.pearson.com |

Course Outline

A student who is interested in taking Pure Mathematics must be prepared to work outside of the classroom to improve and master each skill, in addition to being a diligent, self-driven and independent learner. Students must also showcase a passion for mathematics and a willingness to further explore the subject and its relevance to real life situations.

Course Content and Assessment

Assessment: the course will cover the following content over a two year curriculum. There are three written exams, each 2 hours long.

- Paper 1 Pure Mathematics 1 AS (9MA0/01)
- Paper 2 Pure Mathematics 2 A2 (9MA0/02)

Topics include Proof, Algebra and Functions, Coordinate Geometry in the (x, y) Plane, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Numerical Methods and Vectors.

- Paper 3 Statistics and Mechanics AS (half of content) (9MA0/03). Topics for Statistics includes Statistical sampling, Data Presentation and Interpretation, Probability, Statistical Distributions and Statistical Hypothesis Testing. Topics for Mechanics includes Quantities and units in Mechanics, Kinematics, Forces and Newton's Laws and Moments.

Progression

An AS Level in Mathematics is very valuable as a supporting subject to many courses at A Level and degree level, especially in science, economics, business studies, geography, psychology, sociology and medical courses. A Level Mathematics provides a compelling, highly-valued qualification for many higher education courses and for entry into a wide range of professions. There are also many areas of employment that regard an A Level in Mathematics as an important qualification.

A Level Mathematics is strongly recommended for higher education courses in economics, medicine, architecture, engineering, accountancy, teaching, psychology and computing.

GCE A Level Further Pure Mathematics

| | |
|------------------------------------|---|
| Examination Board: Pearson Edexcel | Course Requirements: GCSE grade 7 or above in Mathematics. Students must also study A Level Mathematics |
| Course Leader: Mr R Vaddiraju | Website: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html#%2Ftab-AlevelFurtherMathematics |

Course Outline

This course is for students who have a passion for mathematics. The subject is very demanding and is a challenging qualification but is potentially very satisfying, as well as being an extremely worthwhile qualification for any potential engineer, scientist or anyone thinking of pursuing a mathematics, physics or a computer engineering course at university.

This specification emphasises the importance of a common core of mathematics which broadens knowledge of pure mathematics. It works in tandem with core mathematics and therefore sound understanding of the topics contained therein is essential. Topics include Complex Numbers, Matrix Algebra, Co-ordinate Systems, Differentiation and Integration. This is particularly for students who are genuinely interested in furthering their knowledge of the subject. By the end of the course students will have taken their mathematical aptitude to a higher level and developed further logical, numerical and problem-solving skills.

Course Content and Assessment

Assessment

For AS Level, there are two papers; one pure and one applied (combination of options from Decision, Mechanics or Statistics). These papers are equally weighted.

- Paper 1 Further Pure Mathematics 1, external written exam, weighting 50% of AS Level.
- Paper 2 Further Mathematics Options, external written exam, weighting 50% of AS Level.

For the A Level, there are four exams; weighted equally between the pure and the application again. One application paper will cover the same content as the AS but will have higher order questioning. Again there are options for the applied papers.

- Paper 1 & 2 Further Pure Mathematics 1 & 2, external written exam, weighting 25% each of A Level.
- Paper 3 & 4 Further Mathematics Options, external written exam, weighting 25% each of A Level.

Progression

Further Mathematics is currently the fastest growing of all subjects taught at A Level, which reflects the fact that greater knowledge of mathematics often results in higher university admission chances. A mathematics degree, to which this usually leads, is highly valued by employers due to the skills in analysis, problem-solving and of course, numeracy, that it develops. Many graduates have chosen to use their mathematical skills in careers in the City of London, such as trading and risk analysis, in banking, insurance and other financial services; and in scientific research, IT and industry. However, this is not an exhaustive list as the transferable skills gained through the study of mathematics are, in general, of wide applicability in many career paths.

Level 3 Core Mathematics

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|-------------------------------|--|
| Examination Board: OCR MEI | Course Requirements: GCSE grade 4 in Mathematics and English language. Students must have followed the Higher tier in GCSE Mathematics. |
| Course Leader: Mr A McCormack | Website: https://www.ocr.org.uk/qualifications/core-maths/b-mei-level-3-certificate-h869/ |

Course Outline

The Level 3 Certificate in Core Maths A consolidates and extends the mathematics learnt at GCSE. The course is ideal for students who need transferable mathematical skills to support their other subjects. Students solve problems through modelling and using spreadsheets to handle quantitative information.

Financial problem solving is a part of the qualification, something which is only briefly introduced in GCSE mathematics. The course enables students to develop mathematical skills to tackle problems in a variety of authentic situations. It enables students to strengthen the mathematical knowledge and skills which they have learnt at GCSE so that they can apply them to the problems which they will encounter in further study, life and employment.

Course Content and Assessment

This is a linear qualification. The content is split between two components: Introduction to Quantitative Reasoning and Critical Maths. In Introduction to Quantitative Reasoning students are taught to use a modelling cycle, a statistical problem-solving cycle and a financial problem solving cycle. They are also taught to use spreadsheets to work on a variety of problems. In Critical Maths, students work on a greater variety of problems – the emphasis is on them using and extending their understanding of mathematics, selecting appropriate ways of reasoning and developing a high level of fluency that will enable them to see the world around them through mathematical eyes. By the end of the course, students should be asking “what does that mean?” and “does that sound about right?” whenever they encounter a quantitative situation or statement.

Areas of study:

- Modelling
- Statistics
- Finance
- Working with exponentials
- Working with graphs and gradients
- Geometry and measures
- Risk
- Estimation
- Problem solving
- Communicating solutions
- Use of technology

Part 1: Introduction to Quantitative Reasoning – 72 marks, 2 hour written paper, 50% of total certificate

Part 2: Critical Maths - 60 marks, 2 hour written paper, 50% of total certificate

Progression

The course provides a level 3 certificate, equivalent to half an A-Level. This can then be used as part of a UCAS application, further education opportunities, or employment.

GCE A Level Media Studies

| | |
|------------------------------|--|
| Examination Board: Eduqas | Course Requirements: Grade 5 or above in GCSE Media. |
| Curriculum Leader: Mr E Wood | Website: https://www.eduqas.co.uk/qualifications/media-studies-as-a-level/#tab_overview |

Course Outline

In Components 1 and 2 students will study a range of media texts in terms of a theoretical framework consisting of media language, representation, media industries and audiences. The contemporary texts studied are from feature films, television, magazines, newspapers, video games, online and social and participatory media. Media theorists are used to further embed students' knowledge. In Component 3 students will synthesise their knowledge and understanding of this framework and apply it to their practical production.

Briefs have included sequences for a television show and print marketing campaigns for new films.

Course Content and Assessment

Assessment: there are two exams for Components 1 and 2. Component 3 is a practical section, internally assessed and externally moderated. This practical work is worth 30% of the total marks.

This subject will be offered as a two-year linear course and can be broken down as follows

- Component 1: Media Products, Industries and Audiences
- Component 2: Media Forms and Products
- Component 3: Production.

Progression

Media Studies is a good basis for a wide range of university courses including media, journalism, film studies, and graphic design. The creative industries are one of the fastest growing sectors of our economy. In London alone, the creative industries account for one in six jobs and many of these are future proof as 87% of creative jobs are at low risk of automation. Many students can also use their A Level qualification to go straight into employment rather than into higher education. A wide range of occupations are open to these students, as well as apprenticeships in major institutions.

*Please note students cannot select Media and Film Studies due to duplication of content.

GCE A Level Music

| | |
|------------------------------------|---|
| Examination Board: Pearson Edexcel | Course Requirements: Grade 6 or above in GCSE Music. Students should be able to play a musical instrument/sing to approximately grade 5 standard. |
| Curriculum Leader: Mr G Upton | Website: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html |

Course Outline

Students will develop performance skills (solo and/or ensemble), learn about harmony and compose music. They will build up their aural and analytical skills by studying selections from the *New Anthology of Music* (Edited by J Winterson, Peters, 2000) and wider listening.

Course Content and Assessment

Assessment: external assessment and written exams.

Through Y12 and Y13 students will be working towards the following:

- Component 1: Performing - a public recital lasting at least eight minutes (externally assessed), 30% of the qualification.
- Component 2: Composition - this component has two sections; composition and compositional technique. The composition section leading to the creation of a composition of at least four minutes from a set brief or a free composition. Compositional technique assesses a specific technique chosen by the candidate with should be at least one minute long. These should total a minimum of six minutes (externally assessed), 30% of the qualification.
- Component 3: Appraising - this focuses on listening to music, familiar and unfamiliar and understanding how it works (2 hour written exam), 40% of the qualification.

Progression

Students with A Level Music have a wide range of possible career and higher education opportunities.

A Level Music will complement other subjects and is highly regarded by top universities. Music can be studied as a single subject in higher education or can be combined with a wide variety of others such as English, French, Mathematics or Physics.

There is a wide range of career opportunities available for music students in performance, composition, recording studios, arts publicity and teaching.

GCE A Level Physical Education

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| Examination Board: OCR | GCSE grade 6/ Level 2 Merit or above in Physical Education. GCSE grade 5 or above in science. |
| Curriculum Leader: Mr J Callender | Website: https://ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/ |

Course Outline

A Level in Physical Education will equip students with both the depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. This requires students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how physiological and psychological states affect performance
- Understand key socio-cultural factors that influence people's involvement in physical activity and sport
- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance.

Students must take part in a sport outside of the Academy as part of a team or have participated in a school sports team, due to the standard of performance needed to be shown for the practical element

Course Content and Assessment

Assessment: three written exam papers and coursework.

Written paper 1: (2 hours)

- Applied Anatomy and Physiology
- Exercise Physiology
- Biomechanics

Written paper 2: (1hour)

- Skill Acquisition
- Sports Psychology

Written paper 3: (1 hour)

- Sport and Society
- Contemporary Issues in Physical Activity and Sport

Coursework:

- Performance or coaching in one sport (practical)
- Evaluation and analysis of performance for improvement (verbal).

Progression

This course prepares students for the further study of PE or sports science, as well as other related subject areas such as psychology, sociology and biology. Students will develop the transferable skills that are in demand by further education, higher education and employers in all sectors of industry. This specification creates confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team - all skills that will enable students to stand out and effectively promote themselves as they progress through life.

GCE A Level Physics

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| Examination Board: AQA | Course Requirements: GCSE grade 6 or above in Physics or a minimum of 6:6 in Combined Science. |
| Curriculum Leader: Dr G Chahal | Website: https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408 |

Course Outline

The use of physics principles in daily life affects everyone and is the foundation of our evolving technological society. An understanding of science is vital to our awareness and evolution of modern technology that we are becoming heavily dependent upon. A Level Physics places an emphasis upon the understanding of scientific principles and their applications in everyday life and involves a large quantity of practical work. Students should be prepared to spend several hours a week in consolidating class work, private study and background reading.

Course Content and Assessment

Assessment: there will be two exams at the end of Year 12 (AS) to ensure students are keeping pace with the course. This will be followed by three exam papers taken at the end of Year 13. Each paper will contain content as outlined during the course as well as questions based on the 12 required practicals carried out throughout the year (there will be no separate practical examination).

Topics to be studied are as follows:

- Measurements and Their Errors
- Particles and Radiation
- Waves
- Mechanics and Materials
- Electricity
- Further Mechanics and Thermal Physics
- Fields and Their Consequences
- Nuclear Physics

Plus one unit from the following options:

- Astrophysics
- Medical Physics
- Engineering Physics
- Turning Points in Physics
- Electronics

Enthusiasm and commitment are needed. Students should be prepared to spend several hours a week consolidating class work, private study and background reading.

Progression

A Level Physics is essential for students who may wish to go on to study physics, engineering, medicine, environmental science, forensic science, computer architecture, particle physics, energy industry, communications, or any other subject related to the natural world, with many other courses preferring physics at either AS or A Level. Students could choose to seek employment in engineering, medicine, forensics, sports science, geophysics, aeronautics, nanotechnology, research or teaching, amongst many others

GCE A Level Psychology

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| Examination Board: AQA | Course Requirements: Students must have a grade 5 or above in English and Mathematics. In addition, grade 4 in science is preferable. |
| Curriculum Leader: Mrs S Lombardi | Website: https://www.aqa.org.uk/subjects/psychology/a-level/psychology-7182/specification/specification-at-a-glance |

Course Outline

Psychology is the study of human behaviour. Students will explore the causes of certain behaviours such as learning, schizophrenia and phobias. Not all psychologists provide the same explanation or theory as to why humans behave in such ways, therefore it is important we explore all potential influences from biological to unconscious. Psychological theory also opens the door to treatment programmes. For example, during the course we will look at offending behaviour and question if custodial sentencing is effective or whether offenders should be offered anger management instead. All theories must be supported by evidence; therefore A Level Psychology is the process of evaluating and comparing these pieces of research.

Course Content and Assessment

Assessment: in Year 12 students will sit two 1.5 hours written exams. In Year 13 there are three 2-hour exams. Questions range from short mark questions to extended writing.

Topics covered in Year 12 include:

- Social Influence
- Memory
- Psychopathology
- Attachment
- Approaches in Psychology
- Research Methods

Topics covered in Year 13 include:

- Research Methods with Statistical Testing
- Issues and Debates
- Gender
- Biopsychology
- Schizophrenia
- Forensics

Progression

Psychology is useful for any job that requires lots of interaction or an understanding of human behaviour and development. People with skills in psychology are sought after in business, management, teaching, research, social work and careers in medicine and healthcare.

Other examples include:

Sports - helping athletes to build mental strategies to improve their performance and handle pressure. Education - studying child development and helping children experiencing difficulties with their education. Clinical and counselling - treating people with mental health needs.

Occupational - aiming to increase the effectiveness of an organisation and improve job satisfaction.

GCE A Level Sociology

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| Examination Board: AQA | Course Requirements: GCSE grade 5 or above in English. |
| Curriculum Leader: Mr R Mullings | Website: https://www.aqa.org.uk/subjects/sociology |

Course Outline

Sociology enables students to explore the workings of society. Sociologists create theories to explain human behaviour and the workings of society. Theories are explanations of the patterns we find in everyday life, for example, we may have a theory as to why there are differences in girls' and boys' achievement levels in school.

Sociology is an evidence-based subject, meaning students must explore research to support such theories. Sociology opens up discussions about how society shapes our behaviour, or whether our behaviour shapes society. Sociology encourages critical thinking skills, problem solving, writing skills, cultural and self-awareness. It helps students to develop tolerance and gain a better understanding of ourselves and the social world.

Course Content and Assessment

Assessment: students will sit three 2 hour written exams in Year 13. All the topics studied in Year 12 are re-examined during the second year.

Topics covered in Year 12 include:

- Education
- Research Methods
- Family and Households

Topics covered in Year 13 include:

- Beliefs in Society
- Crime and Deviance
- Theory and Methods.

Progression

Sociology is accepted for admission to a wide range of university degree courses in social sciences, the arts, humanities and business. Some universities accept GCE Sociology as a science for nursing courses. It is accepted for training courses in health and social care, human resource management, teaching, leisure and tourism, journalism, the Police, the legal professions and similar careers, as well as for direct employment in these and similar areas.

GCE A Level Spanish

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| Examination Board: AQA | Course Requirements: GCSE grade 6 or above in Spanish. |
| Curriculum Leader: Miss C Redman | Website: https://www.aqa.org.uk/subjects/spanish/a-level/spanish-7692/specification |

Course Outline

In studying this subject, students will:

- Develop an interest in, and enthusiasm for language learning
- Develop understanding of the language in a variety of contexts and genres
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- Derive enjoyment and benefit from language learning.

Course Content and Assessment

Assessment: this takes place at the end of Year 13.

- Paper 1: Listening, Reading, Writing - 2.5 hours, weighting 50% of the total marks
- Paper 2: Writing - 2 hours, weighting 20% of the total marks
- Paper 3: Speaking, including Individual research project, weighting 30% of the total marks.

Progression

Students can move on to study languages at university. Students often study international business with languages, economics with languages, international development studies or sciences with languages (for translation of medical and scientific terms as well as international commerce). Students may also go on to study teaching, translation and interpretation (especially from a political point of view but also for business contracts) and law and languages (international law, human rights and the EU).

Having a knowledge of a foreign country and its culture will enable students to communicate effectively, which is a skill valued by many employers in a wide range of fields including engineering, science, advertising and administration.

Level 3 BTEC Travel and Tourism

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| Examination Board: Pearson Edexcel | Course Requirements: If progressing from Level 2 Travel and Tourism students will require a Level 2 Merit. |
| Curriculum Leader: Ms N Hasnain | Website: https://qualifications.pearson.com/en/qualifications/btec-nationals/travel-and-tourism-2019.coursematerials.html/ |

Course Outline

One of the fastest growing industries in the UK, the value of tourism to the UK economy is approximately £209 billion and the sector employs around 4 million people. The Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism is intended for Post-16 students wanting to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the travel and tourism sector. This qualification gives a broad introduction to the travel and tourism industry, with an emphasis on core knowledge and fundamental skills that are transferable across other sectors.

Course Content and Assessment

Everyone taking this qualification will study three mandatory units, covering the following content areas:

- The world of Travel and Tourism - this will develop the skills students need to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK
- Global Destinations - students will investigate the features, appeal and importance of different global destinations
- Principles of Marketing in Travel and Tourism - this will help students to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data

Students will also choose one optional unit. The optional units have been designed to support progression to travel and tourism and other courses in higher education. This will allow students to choose a specific specialist area in which they wish to develop their skills. The optional units cover the following content areas:

- Visitor Attractions
- Events, Conferences and Exhibitions.

Unit 1 (exam), weighting 25% of the course, the other units are coursework, weighting 75% of the course. There are five levels of achievement:

- Level 3 Distinction* (equivalent to one A-Level Grade A*)
- Level 3 Distinction (equivalent to one A-Level Grade A)
- Level 3 Merit (equivalent to one A-Level Grade B)
- Level 3 Pass (equivalent to one A-Level Grade E)

Progression

The qualification provides the knowledge, understanding and skills that will prepare students for further study or training. The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many travel and tourism courses. When combined with other courses, you can progress to higher education degree programmes, for example to a BSc (Hons) in International Management or BA (Hons) in Tourism Management.