

SIXTH FORM



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

What do students say about our sixth form?

"I have been attending Chiltern Hills since Year 7 but it feels like I have been here for much longer, my brother and sister attended this school before me so I've attended school events, like Craft Fairs for around 10 years. For my A Levels, I am doing Psychology, Sociology, Geography and the school have accommodated a qualification in French, despite me being the only student wanting to do it. The staff have been so supportive throughout my time here from small worries to exam support. This school has always had a welcoming front and the fantastic resources this school has make it a stand out school in the community. I have been lucky enough to participate in trips and I took the opportunity to become a Mind Mentor this year which involves me going to a Primary School weekly to help support students."

Rosie Webb, Year 12

"I joined Chiltern Hills in year 7 and have really enjoyed my experience here ever since. I am currently in year 12, studying media, drama, and English language A level. I always intended on staying on for sixth form here after my GCSE's, and I'm definitely not disappointed. The teachers are very welcoming and supportive, especially with transitioning from year 11, and deciding what subjects would be best for me. During my GCSE's and A level course so far, there have been many opportunities made available for us, such as trips and extracurricular activities. As well as this, the school has guided us with many options for different career paths, and education for after our journey at Chiltern Hills. We really look forward to seeing you in sixth form next year."

Sydney Claasen, Year 12

"I chose Chiltern Hills Academy as the school I wished to attend for sixth form. The school was so welcoming to external students and extremely helpful in the enrolment process. I am studying Geography, Psychology and Sociology A Levels and the teachers are supportive in my studies. What made Chiltern Hills Academy stand out to me personally was the friendly and incredibly inclusive atmosphere that the school prides itself upon. I felt included very quickly, and would highly recommend Chiltern Hills Academy."

Natasha Hamilton, Year 12

"Since Year 7, Chiltern Hills Academy has helped me succeed throughout my school career. The teachers have supported me to achieve the best of my ability, and therefore staying on for Sixth Form here was the only option for me! For A Levels, I am studying Maths, Music, Spanish and Further Maths. The smaller class sizes make learning more personal, and you build closer relationships with your peers. We were provided with lots of information to make the transition between the Lower School and Sixth Form as smooth as possible. The Sixth Form Leaders were happy to work around timetables to accommodate my options to allow me to continue studying the subjects that interest me. Within the first term, lots of information about our next steps has already been shared with us to ensure help us with our Post 18 options."

Jake Tyler, Year 12

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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 Information and Creative Technology.

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 care 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 course.

We also offer a wide range of extra-curricular activities such as Young Enterprise, Duke of Edinburgh, World Challenge, 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.

On the following pages, we aim to give you a flavour of the lively, stimulating and exciting life that is our Sixth Form and an outline on all the subjects on offer. Having made your decision, concentrate on achieving the GCSE grades that will make it happen.

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.

Mr T Dodds – Acting Principal

Mrs E Mellish – Academic Year Leader Y12

emellish@chacademy.co.uk

Mrs A Hemsworth – Academic Year Leader Y13

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Our Vision

We provide a student centered, inclusive school where we work together as a community to enable all students to unlock 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.

CREATE...ASPIRE...EXCEL and live life in all its fullness

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 harmonious and caring community based on Christian values

Aspire

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

Excel

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



Applying for Sixth Form

The Academy offers 160 post-16 places to students from across Buckinghamshire and other local counties.

Our Sixth form is an inspiring and challenging place to learn. Our students are ambitious, motivated and independent and develop both academically and socially in a fun and vibrant environment. They have their own designated area with access to computers, facilities for refreshments and relaxation. We offer fantastic academic support and guidance from all subject teachers and outstanding pastoral support is developed through an extensive programme.

Every student in Sixth Form is important and individual.

We offer a broad selection of A Level courses (Level 3 qualifications) across all the main traditional subjects as well as a range of Level 3 and Level 2 vocational BTEC courses. Alongside, we offer a comprehensive programme of events to help develop students further, including CV workshops, interview skills workshops, personal statement advice, mock job interviews, Apprenticeship applications workshops as well as other initiatives such as Young Enterprise, MIND mentoring training and DoFE. All students take part in the Extended Project Qualification (EPQ) and we have links with external businesses and Universities for next steps support and guidance.

Applications to Sixth Form are invited from all the Academy's current Year 11 students and other educational establishments. Application forms can be found in the Sixth Form area of our website. Following application, students will be asked to attend an interview and successful applicants will receive a written offer of a place, conditional upon attainment of the required GCSE or other Level 2 grades.

The minimum entry requirement for Level 3 courses is noted for each individual subject and generally includes a grade 5 or above in **English and Mathematics**. Some A Level subjects also have additional requirements which are specified in the Academic Criteria for Study section on the following pages. **Students gaining grades below this threshold will still be eligible to apply for Level 2 vocational courses**



In September 2024 the Academy will offer two educational pathways. The following is the subject specific criteria for each subject option.

| 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 GCSE grade 3 or above are required, including Maths and English |
| BTEC Level 1/Level 2 First Award in Public Services | |
| BTEC Level 1/Level 2 First Award in Travel and Tourism | |
| BTEC Level 1/Level 2 First Award in Health and Social Care | |

| 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. | |
| GCE A Level Accounting | Grade 6 or above in Maths and English |
| GCE A Level Art & Design | Grade 5 or above in Art & Design plus strong drawing skills. Please speak to a member of the Art team if you did not study GCSE Art & Design and we can discuss your suitability. |
| GCE A Level Art & Design - Photography | Grade 5 or above at GCSE or have a portfolio of work available to review at interview. Please speak to a member of the Art and Photography team if you did not study GCSE Photography and we can discuss your suitability. |
| GCE A Level Biology | GCSE grade 6 or above in Biology/grade 6:6 in GCSE Combined Science |
| BTEC Level 3 National Extended Certificate in Business | 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. |
| GCE A Level Chemistry | GCSE grade 6 or above in Chemistry/grade 6:6 in GCSE Combined Science |
| BTEC Level 3 Construction | Although previous study of Construction is not essential, students who have taken BTEC Level 2 Award in Construction require a Merit grade or higher to study this course. |
| GCE A Level English Literature | GCSE grade 6 or above in English Language and English Literature. |
| GCE A Level English Language | GCSE grade 6 or above in English Language. |
| GCE A Level French | GCSE grade 6 or above in French. |
| GCE A Level Geography | GCSE grade 6 or above in Geography. |

| Level 3 Subjects | Subject Specific Entry Criteria |
|--|--|
| BTEC Level 3 Extended Certificate in Health and Social Care | Although previous study of Health&Social is not essential, students who have taken BTEC Level 2 Award in Health&Social require a Merit grade or higher to study this course. |
| GCE A Level History | GCSE grade 6 or above in History. |
| GCE A Level Mathematics | GCSE grade 6 or above in Mathematics. |
| GCE A Level Further Mathematics | GCSE grade 7 or above in Mathematics. Students must also study A Level Mathematics. |
| GCE A Level Media Studies | Although previous study of Media is not essential, students who have taken the GCSE (or equivalent) in Media require a Grade 5 or higher to study this course. |
| GCE A Level Music | GCSE Grade 6 or above in Music. Students should be able to play a musical instrument or sing to approximately grade 5 standard. |
| BTEC Level 3 National Certificate in Performing Arts (Dance) | GCSE grade 6 or above in Dance. Students should be attending jazz, ballet, modern or contemporary classes both in and outside of school. All students will be expected to attend an assessment technique class to assess their suitability for the course. |
| GCE A Level Drama | 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. |
| GCE A Level Philosophy and Ethics | GCSE grade 6 or above in Religious Studies |
| GCE A Level Physical Education | Students should have achieved at least a Merit in Level 2 BTEC Sport and GCSE grade 5 or above in Science. Students will be considered for the course without a Level 2 BTEC Sport or GCSE qualification but this is at the discretion of the PE department. |
| GCE A Level Physics | GCSE grade 6 or above in Physics or a GCSE grade 6:6 minimum in Combined Science |
| GCE A Level Psychology | GCSE grade 6 or above in English and Mathematics. GCSE grade 5 or above in Science is preferable. |
| GCE A Level Sociology | GCSE grade 6 or above in English |
| GCE A Level Spanish | GCSE grade 6 or above in Spanish. |
| BTEC Level 3 Extended Certificate in Travel and Tourism | Although previous study of Travel&Tourism is not essential, students who have taken BTEC Level 2 Award in Travel&Tourism require a Merit grade or higher to study this course. |

Course Information

Due to ongoing curriculum changes we cannot guarantee all these courses will run exactly as they are. A few subjects will still offer an external AS exam at the end of Year 12 following on with an external A2 exam after the second year, whilst most will only offer an external A Level exam after two years. We will, continue to have internal exams to ensure students are on the right track to complete their A Levels. **If a subject has insufficient uptake the course may not run. This will be communicated to students as quickly as possible.**

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 Director of Sixth Form. The Sixth Form area is on the first floor of the sports hall block. It contains a Sixth Form study area with a small kitchen and desktop computers connected to the network. Computers are available in the Sixth Form area, 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, participating in mentoring in the younger year groups' lessons or 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. Here is a guide to expected study commitment:

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

Learning Support

The Learning Support team is very keen to help students with special 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.

No Smoking

Smoking is not permitted anywhere on the Academy site. Students are also asked not to smoke or vape on the journey to and from school or outside the Academy during breaks and lunchtimes.

Charging Policy for Courses

All books essential to students' courses are available for their 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.

The Post 16-19 Bursary Fund is available for students whose parents' income meet the criteria. The allowance is paid termly to the student. Further details can be obtained from the Director of Sixth Form.

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:

- Cookery lessons
- Team games, football, hockey, netball, basketball, cricket, baseball, volleyball and tennis
- Creative arts
- Young Enterprise - this is ideal for enhancing CVs and is worth UCAS points. Students take the opportunity to put into action and run their own authentic business
- MIND mentoring – specialist training linked with MIND charity organisation to enable students to become mentors and offer support to lower school students and our link primary schools
- 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:

- PSHE
- 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.

Young Enterprise Company Programme

Introduction and Course Content

The Young Enterprise Company programme is a 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.

Work Experience

All Level 2 students must organise and plan work experience for the academic year. This can be one work placement or a number of different placements. Students will be supported and guided with this process. This is a compulsory element for every Level 2 student.

All Y12 students will undertake one week's work experience in the summer term, which they must organise and plan. This is a compulsory element for every Y12 student.



Our Young Enterprise team has won 'Company of the Year 2023 at the Chiltern Final Showcase.

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. There are three pathways available:

Pathway One - The Academic Route

GCE A Levels are courses studied over two years which students complete in Year 13. Assessment is now mainly examination based. A Levels are offered in a wide range of subjects. Our Pathway One students will study three subjects at A Level/ Level 3, (if Further Maths is selected it will be 4 A levels). The entry requirements are usually a grade 6 in the subject chosen, plus grade 5 or above in English and Mathematics, as well as any specific criteria for each option as published in this curriculum information booklet. This pathway includes the Life Skills programme, Complementary Studies, Opportunity Days, UCAS support and a work experience placement. Pathway One can lead to 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 Level 2 Vocational Route

This pathway is appropriate for those students who have not achieved the entry requirements for Level 3 study. A growing number of our students now opt for this route as a potential stepping stone to Level 3 courses the following year. Students will study up to three Level 2 BTEC courses (equivalent to GCSE) and have the opportunity to re-take GCSE Mathematics and/or English if needed. Any student who does not gain a GCSE grade 4 (as required by the DfE at the time of publishing) in either English Language and/or Mathematics is expected to continue with these subjects as an integral part of their study programme. If successful, these courses will lead to up to four GCSE equivalent passes (if re-taking both GCSE Mathematics and English), and will allow for entry on to Pathway One the following September. Alternatively, this pathway is excellent preparation for work-based apprenticeships or further education courses. This pathway includes the Life Skills programme, Complementary Studies, Opportunity Days, CV writing, job application workshops and a work experience placement.

Work Experience and Placements

During Year 12 students are expected to undertake a week's work experience placement during the Summer term. Work experience placements are a compulsory part of the Sixth Form programme and must be undertaken by all students. We would expect students to source and arrange their own placements, with support from our Sixth Form team. Completed feedback sheets are important as they will form a part of any future employment or university references.

We are proud to have an inclusive Sixth Form and will work with and support all students to find the best study route, learning environment and courses for them.

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/English Literature 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

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. Individual and group tutorials form the basis of the workshop sessions. 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.

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. They will work individually on past papers and will 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.

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

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 Requirements

At least 4 GCSEs grade 3 or above.

Course Content and Assessment

Examination board: Pearson

Website: <https://qualifications.pearson.com>

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.

Curriculum Leader: Mrs J Ryan

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

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 Requirements

At least 4 GCSEs grade 3 or above including Maths and English.

Course Content and Assessment

Examination board: BTEC

Website: to be confirmed

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.

Curriculum Leader: **Miss E Rowan**

BTEC Level 1/Level 2 First Award in Public Services

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 provide 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 Requirements

At least 4 GCSEs grade 3 or above including Maths and English.

Course Content and Assessment

Examination board: BTEC

Website: to be confirmed

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 5 : Health, Fitness and Lifestyle for the Public Services

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.

BTEC Level 1 / 2 Tech Award in Travel and Tourism

Course Outline

This is a vocational subject. It provides a link between education and real life and all lessons are based on real businesses such as Thomas Cook, Kuoni, Longleat, Thorpe Park, Royal Shakespeare Company, The Snowdome and Holiday Inn. This course is practical and may, for example, involve preparing a PowerPoint presentation on the Olympics; analysing its impact as a visitor attraction, the impact on the community, environment and reviewing ecotourism and sustainability. The course is ideal for students who enjoy working on projects, are creative, like to problem-solve and have a practical approach to life.

Course Requirements

At least 4 GCSEs grade 3 or above.

Course Content and Assessment

Examination board: Pearson

Website: <https://qualifications.pearson.com>

The Award is made up of two core units:

- Unit 1: The UK Travel & Tourism Sector (exam)
- Unit 2: UK Travel & Tourism Destinations.

Two optional units will be chosen from the following:

- Unit 3: Development of Travel and Tourism in the UK
- Unit 4: International Travel and Tourism Destinations
- Unit 5: Factors Affecting Worldwide Travel and Tourism
- Unit 6: The Travel and Tourism Customer Service Experience.

Unit 1 (exam), weighting 25% of the course. The other units are coursework, weighting 75% of the course.

There are seven levels of achievement:

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

Progression

This qualification is suitable for anyone taking their first steps into the world of work, progressing through their career, planning to enter university, or starting an apprenticeship. It can also lead to the Level 3 qualification, opening the doors to other Level 3 qualifications including A Levels.

Curriculum Leader: Ms L Wilkinson

Extended Project Qualification

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 (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 Requirements

Students working on or above target grades with an attendance of 95% or above. Other suitability is judged on an individual basis.

Course content and Assessment

Examination board: AQA

Website: <https://www.aqa.org.uk/subjects/projects/project-qualifications/EPQ-7993>

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.

Course Leader: Mrs E Mellish

GCE A Level Accounting

Course Outline

A qualification in accounting will always be helpful – whether it is used professionally or personally. This course helps students to understand the responsibilities of the accountant and the impacts of their recommendations on the business and the wider environment.

Students will build knowledge and understanding of key concepts, principles and techniques that they can apply to real-life scenarios, developing the ability to solve problems logically, analyse data methodically, make reasoned choices and communicate effectively.

Course Requirements

Students wishing to study Accounting must have achieved a minimum of a Grade 6 in both Mathematics and English Language.

Course Content and Assessment

Exam Board: AQA

Course Title: A-Level Accounting

Course Content:

- | | |
|--|---|
| • The role of the accountant in business | The double entry model |
| • Verification of accounting records | Accounting concepts used in the preparation of accounting records |
| • Preparation of financial statements of sole traders | |
| • Limited company accounts | Analysis and evaluation of financial information |
| • Budgeting | Marginal costing |
| • Standard costing and variance analysis | Absorption and activity based costing |
| • Capital investment appraisal | Accounting for organisations with incomplete records |
| • Partnership accounts | Accounting for limited companies |
| • Interpretation, analysis and communication of accounting information | |
| • The impact of ethical considerations | |

Assessment type – examination, coursework etc.:

Examination - 100% of the assessment

Students will sit 2 papers, each worth 50% of the final mark

Both papers are taken at the end of the course.

Progression

Successful completion of this course can enable students to progress to a higher education course, apprenticeship or employment. If they decide on higher education, students may wish to specialise in Accounting or combine it with finance and business-related subjects. Alternatively, students may wish to progress to an AAT course in order to work towards qualification as an accountant technician. From here, students can work towards becoming a qualified accountant and ultimately a chartered accountant. Should students wish to go straight into employment, apprenticeships are usually offered by local companies.

Several students from Chiltern Hills have progressed into Accounting and Chartered Accounting careers.

Course Leader: Mr A McCormack

GCE A Level Art, Design, Photography

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;

| Students must: | | % in GCE |
|----------------|--|-------------|
| A01 | Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding | 25 |
| A02 | Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops | 25 |
| A03 | Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress | 25 |
| A04 | Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements | 25 |
| Total | | 100% |

Each component aims to develop students' ability to generate and develop ideas for their practical work and to build contextual understanding, from either a self selected or teacher–negotiated focus. Students will be required to:

- 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

The requirements are grade 5 or above in GCSE Art & Design plus strong drawing skills. It is necessary for students to work independently at times and complete various workshops. Please speak to a member of the Art team if you did not study GCSE Art and we can discuss your suitability.

Course Content and Assessment

Examination board: AQA Website: <http://www.aqa.org.uk>

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.

Curriculum Leader: Mrs N McMahon

GCE A Level Biology

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.

Course Requirements

Students will be expected to have achieved a GCSE grade 6 or above in Biology or a GCSE grade 6:6 or above in Combined Science. 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 Examination board: AQA Website: <https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

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.

Course Leader: Dr G Chahal

BTEC Level 3 National Extended Certificate in Business

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 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 Content and Assessment

Examination board: Pearson

Website: <https://qualifications.pearson.com/>

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.

Curriculum Leader: Mrs A Hemsworth

GCE A Level Chemistry

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 Requirements

For students wishing to study GCE Chemistry they must have achieved at least a grade 6 in Chemistry or a grade 6:6 in GCSE Combined Science

Course Content and Assessment Examination board: AQA Website:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405>

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 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).

Year 12 (AS Level) - core principles of Chemistry Atomic Structure

- Amount of Substance
- Bonding
- Kinetics
- Introduction to Organic Chemistry.
- Energetics
- Chemical Equilibria
- Redox Reactions
- Periodicity (including Group II and Group VII)
- Organic Chemistry.

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

- Physical Chemistry - Thermodynamics, Rate Equations, Equilibrium Constant and Acids and Bases
- 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.

Course Leader: Dr G Chahal

BTEC Level 3 National Extended Certificate in Construction

Course Outline

The Extended Certificate is for students who are interested in learning about the construction sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in construction-related subjects.

Examinations

All learners take the same assessment, normally with a written outcome. Learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Course Requirements

Although previous study of construction is not essential, students who have taken the BTEC Level 2 Award in Construction require a Merit grade or higher to study this course.

Course Content and Assessment

Examination board: Pearson

Website: <https://qualifications.pearson.com>

Assessment: The National Extended Certificate is equivalent to one A Level. There are four units and two are externally assessed (external assessment, 63% of the total marks).

- **Unit 1 - Construction Principles** – students demonstrate an understanding of the underlying principles used in the design, construction and refurbishments of buildings and infrastructure
- **Unit 2: Construction Design** - students learn the principles and practice involved in the design and construction of low and medium-rise buildings and structures and gain an understanding of how design is influenced by client requirements and external constraints.
- **Unit 4: Construction Technology** - students examine various forms of low-rise construction and consider the most appropriate forms for differing site conditions and client requirements.
- **Unit 5: Health and Safety in Construction** - students examine the responsibilities of employees and employers with regard to UK legislation and regulations and the procedures used to control hazards and risks for construction operations across a range of activities. They will use relevant policies and procedures to design a safe system of work that could be instigated and maintained in a construction context.

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 can lead students to studying Architecture, Civil Engineering and Construction Management. It will prepare learners for direct employment in the construction and built environment sector and is ideal if they wish to enter a particular specialist area of work, such as building services engineering technician, construction project technician and mechanical/electrical services technician, mechanical/electrical services technician.

Course Leader: Ms R Lawson

GCE A Level English Literature

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 Requirements

Students are required to have at least a grade 6 or above in GCSE English Language and English Literature. Those students who have studied GCSE English Literature will find that the skills they have learned will prove a valuable foundation for further studies at this level.

Course Content and Assessment

Examination board: OCR

Website: <http://www.ocr.org.uk>

Assessment: written examination and coursework.

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

- Component 1: Shakespeare and Poetry Pre-1900 - students will study *Hamlet* by William Shakespeare and *Selected poems* by Christina Rossetti
- Components 2 & 3: Prose Post-1900 and Comparative/Contextual Study - students will study *The Bloody Chamber*, a collection of short stories by Angela Carter and The Gothic Critical Appreciation
- Creative Writing Coursework (Poetry: Sylvia Plath)

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 compare it to *Selected Poems* by Christina Rossetti (written exam).
- Component 2: Comparative and Contextual Study - students will study one novel *Dracula* by Bram Stoker, which will be paired with Carter's *The Bloody Chamber* (written exam).
- Component 3: Comparative essay - Ian McEwan's novel, *Saturday*, and the play *Jerusalem* by Jez Butterworth (both pieces are coursework).

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.

Course Leaders: Ms C Copsey

GCE A Level English Language

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 Requirements

Students are required to have at least a grade 6 or above in GCSE English Language. Those students who have studied GCSE English Language will find that the skills they have learned will prove a valuable foundation for further studies at this level.

Course Content and Assessment

Examination board: AQA

Website: <https://www.aqa.org.uk/>

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.

Course Leaders: Mrs S Putman and Mr E Storey

GCE A Level French

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 Requirements

Students should have achieved at least a grade 6 in GCSE French.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

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.

Curriculum Leader: Mrs E Forssling

GCE A Level Geography

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 Requirements

Students should have a grade 6 or above in GCSE Geography. It may however, be possible for students new to the subject to study this course following a personal interview.

Course Content and Assessment Examination board

AQA Website: www.aqa.org.uk/

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. 6th 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.

Curriculum Leader: Ms L Wilkinson

BTEC Level 3 National Extended Certificate in Health and Social Care

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 the 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 Requirements

At least 4 GCSEs grade 5 or above including Mathematics and English.

Course Content and Assessment

Examination board: BTEC

Website: to be confirmed

There are 4 units that need to be completed:

- Unit 1: Human Lifespan Development
- Unit 2: Working in Health and Social Care
- Unit 5: Meeting Individual Care and Needs
- Unit 14: Physiological disorders and their Care.

Unit 1 and 2 (exams), weighting 58% of the course. Two other units (coursework), weighting 42% 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.

Curriculum Leader: Miss E Rowan

GCE A Level History

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

Examination board: AQA

Website: <http://www.aq.org.uk/>

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.

Curriculum Leader: Mrs A Marris

GCE A Level Mathematics

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 Requirements

Students wishing to take Pure Mathematics will need to have achieved a grade 6 or above

Course Content and Assessment

Examination board: Pearson Edexcel

Website: <https://qualifications.pearson.com>

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.

Curriculum Leader: Mr R Vaddiraju

GCE A Level Further Pure Mathematics

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 Requirements

Students must have achieved a grade 7 in GCSE Mathematics. In order to study Further Pure Mathematics students must study A Level Mathematics.

Course Content and Assessment

Examination board: Pearson Edexcel

Website: <https://qualifications.pearson.com>

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.

Curriculum Leader: Mr R Vaddiraju

GCE A Level Media Studies

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 Requirements

Students are required to have a minimum of grade 5 in GCSE English and ideally have five GCSEs grades 9-5 as this course is highly academic as well as practical.

Course Content and Assessment

Examination board: Eduqas

Website: https://www.eduqas.co.uk/qualifications/media-studies-as-a-level/#tab_overview

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.

Curriculum Leader: Mrs E Mellish

GCE A Level Music

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 Requirements

Students hoping to study GCE Music should have achieved grade 6 or above at GCSE Music. Students should also be able to play a musical instrument or sing to approximately grade 5 standard.

Course Content and Assessment Examination board: Pearson Edexcel Website:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html>

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.

Curriculum Leader: Mr G Upton

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

Course Outline

The course aims to develop students' knowledge of the development of dance, different dance genres, performance and technique skills, as well as choreographers' work both past and present. Students should be prepared to study in depth a variety of different dance works as well as performance opportunities. Students will develop their creative, analytical, evaluative, choreographic, technical, performance and expressive skills throughout this course.

Course Requirements

Students wishing to study this subject should have achieved a grade 6 or above in GCSE Dance. Students should be attending regular jazz, ballet, modern or contemporary classes both in school and outside of school. All students will be expected to attend an assessment technique class to assess their suitability for the course.

Course Content and Assessment

Examination board: Pearson

Website: <https://qualifications.pearson.com/>

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 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

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 and Falmouth University.

Curriculum Leader: Mrs J Lumsden

GCE A Level Dance

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 Requirements

Students wishing to study this subject should have achieved a grade 6 or above in GCSE Dance. Students should be attending regular jazz, ballet, modern or contemporary classes both in school and outside of school. All students will be expected to attend an assessment technique class to assess their suitability for the course.

Course Content and Assessment

Examination board: AQA

Website: <https://www.aqa.org.uk/subjects/dance/as-and-a-level/dance-7237>

Assessment: written examination, external assessment.

During Year 12 students will study the following:

- One optional set work within the corresponding area of study, from a choice of four - written paper examination
- Performance in a quartet
- Solo performance linked to a specified practitioner within an area of study.

During Year 13 students will study the following:

- One compulsory set work within the compulsory area of study - written paper examination
- Group choreography
- Practical examination will take in April/May.

The levels of achievement: A*-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 and Falmouth University.

Curriculum Leader: Mrs J Lumsden

A Level Drama

Course Outline

Our Eduqas A level in Drama and Theatre is an exciting and inspiring course which prepares learners for further study in Higher Education or any other pathway they might choose. This highly practical specification provides learners with a range of essential life skills which will help them succeed in any chosen career. They will have the opportunity to work as performers within three different performances.

Course Requirements

Students wishing to study this subject should have achieved a grade 6 or above in GCSE Drama and preferably English. All students will be expected to attend an audition to assess their commitment to the course.

Course Content and Assessment

Examination board: Eduqas

Website: https://www.eduqas.co.uk/qualifications/drama-and-theatre-as-a-level/#tab_keydocuments

Assessment:

Compulsory course content:

- Component 1: Theatre Workshop – 20%
- Component 2: Text in Action – 40%
- Component 3: Text in Performance – 40%

Progression

This course will prepare students for studying performing arts in a higher educational setting. In particular, it will equip students with the necessary skills for auditions and workshops, including application for drama school or theatre studies. Having a knowledge of the rehearsal process also lends itself to careers in theatre companies and in the devised theatre world. In addition, the variety of unit contexts enables students to translate their knowledge of drama into different settings such as Theatre in Education and Theatre for Social Change.

Curriculum Leader: Miss P Leathers

GCE A Level Physical Education

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.

Course Requirements

Students should have achieved at least a Merit in Level 2 BTEC Sport and a grade 5 or above in GCSE Science. Students may be considered for the course without a Level 2 BTEC Sport or GCSE qualification, however this is at the discretion of the PE department. It is also preferred if students take part in 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

Examination board: OCR

Website: <http://www.ocr.org.uk/>

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.

Curriculum Leader: Mr J Callender

GCE A Level Physics

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.

Course Requirements

Students will be expected to have achieved a GCSE grade 6 or above in Physics or a GCSE grade 6:6 or above in Combined Science

Course Content and Assessment Examination board: AQA Website:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408>

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.

Course Leader: Dr G Chahal

GCE A Level Psychology

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 Requirements

Students must have a grade 6 or above in English and Mathematics. In addition, grade 5 in science is preferable.

Course Content and Assessment Examination board: AQA Website: <http://www.aqa.org.uk/>

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.

Curriculum Leader: Mrs S Falcon

GCE A Level 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.

Course Requirements

Students must have obtained grade 6 or above in English.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

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:

- Family and Households
- Education
- Research Methods

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.

Curriculum Leader: Ms S Davies

GCE A Level Spanish

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 Requirements

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

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

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.

Curriculum Leader: Miss C Redman

BTEC Level 3 Extended Certificate Travel and Tourism

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 Requirements

If progressing from Level 2 Travel and Tourism students will require a Level 2 Merit.

Course Content and Assessment

Examination board: Pearson Edexcel

Website: <https://qualifications.pearson.com/en/qualifications/btec-nationals/travel-and-tourism-2019.coursematerials.html/>

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.

Curriculum Leader: Ms L Wilkinson