



CURRICULUM PATHWAYS

2026 / 28

SIXTH FORM



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

What do students say about our Sixth Form?

Anya Shekhar - Head Student

Sixth Form at Chiltern Hills Academy has been a place where I've grown, discovered my strengths and challenged myself academically and personally. Studying Sociology, Psychology and Business, along with completing my EPQ, has really pushed me to think independently while still feeling fully supported by teachers who genuinely care. The opportunities given to me at CHA have really helped me grow as a leader and a role model. As a Head Student, I've worked closely with staff and students, contributed to Student Voice, mentored younger year groups and represented the school at key events. These experiences have shaped my confidence and given me valuable skills that will support me long after I leave Sixth Form, and I'm truly grateful for the community that has helped me become who I am today.

Bethany Bryant - Head Student

Chiltern Hills Academy Sixth Form has been amazing at opening my potential as not only a student but a person and does incredible work to prepare me for my future. The constant activities, support and opportunities have helped me to mature and build my character in ways I could have never imagined. Sixth Form can be a daunting change from the five years of secondary school, yet Chiltern Hills makes your transition as smooth as possible with constant friendly faces and amazing facilities. I have found this environment has truly helped me to thrive and achieve goals I never thought possible especially with aspects like exam stress and University preparation. I went from not even thinking I could pass my GCSEs to looking around Russell group Universities with the confidence that I will be accepted and it is all thanks to the dedication this Sixth Form has put into myself and all students for the past 2 years.

Nathan Vockins - Year 12 Student

In the short time I have been in Sixth Form, I've found it to be a very pleasant and positive experience. As a student of Chiltern Hills Academy since Year 7, I can say with certainty that it is an excellent school. The Sixth Form is very different to the rest of the school; I find that we have a lot more freedom than in the lower school and there are more opportunities to integrate yourself with the whole school community, from charity events to assisting teachers in mentoring the lower school. All in all, the Sixth Form experience has been very good and enjoyable, and I am glad that I made the decision to stay.

Greeshma Tangeda - Year 12 Student (Newcomer)

Chiltern Hills Academy is an incredible place as the teachers are kind, helpful, and make learning fun. I am studying Biology, Chemistry and Maths, the teachers and other staff members have shown me immense support in my transition into both A levels and a new school. The students are friendly and have made me feel very welcome, everyone looks out for each other so there's a lot of peer support in within the Sixth Form.

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Welcome

Welcome to Chiltern Hills Academy Sixth Form

Welcome to the next exciting stage of your education and personal development. At Chiltern Hills Academy, we take great pride in being a **community school that offers a pathway for every learner**. Whether your ambitions lie in an academic or vocational route, our Sixth Form provides the opportunity, guidance and support to help you succeed.

We offer a **broad and inclusive curriculum**, with over 20 courses ranging from traditional A Levels in Mathematics, Biology and English Literature, to creative and performance-based subjects such as Drama, Dance and Music, as well as vocational qualifications in Business, Criminology, Health & Social Care and Travel & Tourism. For those who have narrowly missed passing GCSE English or Maths, our **Level 2 Pathway** provides an excellent foundation for future success.

Our ethos is built on **high personal standards, strong attendance and active involvement in our school community**. We believe that academic success goes hand-in-hand with developing confidence, resilience and a sense of responsibility. Students are encouraged to take ownership of their learning while knowing they are fully supported by a dedicated team of teachers and pastoral staff who are passionate about helping every individual thrive.

At Chiltern Hills Academy Sixth Form, **no student is ever on their journey alone**. From personalised academic mentoring and regular progress reviews to one-to-one careers guidance and university or apprenticeship support, we ensure every learner has the tools and encouragement to reach their potential.

Beyond the classroom, students can enrich their experience through a wide range of **extra-curricular and leadership opportunities** including Young Enterprise, the Duke of Edinburgh's Award, charity projects, and talks from inspiring guest speakers.

Whether you are continuing from Year 11 at CHA or joining us from another school, you will find a **welcoming, inclusive and aspirational environment** that values every contribution and celebrates every success.

We warmly invite you to visit us at our Open Evening or arrange a personal tour – and discover how our Sixth Form can help you shape your future.

Outstanding Student Progress – Among the Top Schools in Buckinghamshire

We are proud to share that Chiltern Hills Academy Sixth Form ranked equal third in Buckinghamshire for A-Level progress from students' starting points, and 10th in the county overall. These outstanding results reflect the exceptional teaching, personalised support and commitment to every student's success within our Sixth Form community.

Mrs A Hemsworth – Head of Sixth Form

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Our Vision

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

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

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

Create

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

Aspire

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

Excel

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



Life in the Sixth Form

Structure and Support

Our Sixth Form is organised into tutor groups of around twenty students. Each group is led by an experienced tutor who provides academic and pastoral support, under the overall guidance of the Head of Sixth Form.

The Sixth Form area, located on the first floor of E Block, offers two well-equipped study spaces, kitchen area and a computer room for use during study periods. Many students also choose to bring their own devices to support independent learning.

Leadership and Community

Sixth Form students play an active and responsible role in all aspects of Academy life. They are role models for younger students and are expected to uphold the high standards of conduct, attendance and commitment that define our school community.

There are many opportunities to develop leadership and teamwork skills, including joining the Head Student Committee, supporting younger students through mentoring, taking part in Student Voice, organising social or charity events, and leading extra-curricular activities.

Each year, the Academy elects four senior students — Head Students and Deputy Head Students — to represent the Sixth Form, help organise events and contribute to the life of the Academy. All Year 12 students are encouraged to put themselves forward for these roles.

Independent Study

Independent study is an essential part of Sixth Form life. Study periods are built into the timetable to help students manage their workload effectively, complementing the work completed at home.

The expected study commitment is: Six to eight hours per fortnight per subject for Level 3 courses; and Four hours per fortnight for a one-year BTEC First Award

Learning and SEND Support

Our dedicated Learning Support and SEND team work closely with students who have additional learning needs, helping them to access the curriculum fully and achieve their potential. Individual support programmes can be arranged where appropriate.

Dress and Appearance

We expect all Sixth Form students to wear professional business attire, reflecting the high standards and sense of pride we hold as a community. Tutors will provide guidance where needed, and full details are available in the student contract.

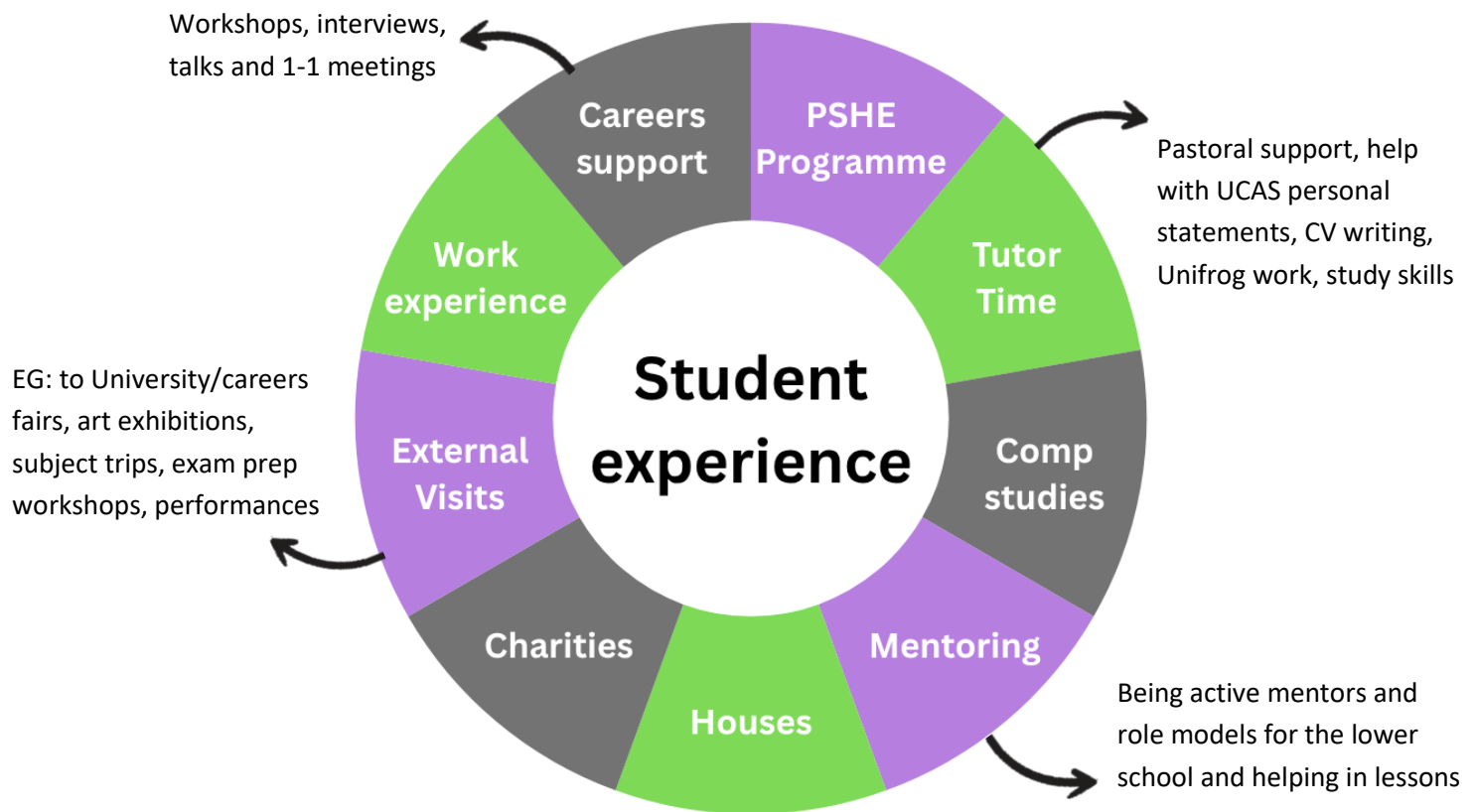
Course Materials and Enrichment Activities

Essential course textbooks are provided free of charge. Students are encouraged, however, to purchase their own copies of set texts to allow for annotation and personal study.

A variety of field trips, theatre visits and subject-based experiences are organised to enrich learning. These are often supported through voluntary contributions from parents and carers.

Post-16 Bursary

The Post-16 Bursary Fund is available to students who meet the income criteria. Eligible students can be reimbursed for authorised educational expenses. Further details are available from the Head of Sixth Form or Sixth Form Administrator.



Personal, Social, Health and Economic (PSHE) Education

Each week, students take part in PSHE lessons that cover topics such as wellbeing, personal safety, relationships, finance and preparation for life beyond Sixth Form. A weekly 'Thought for CHA' encourages discussion and reflection on current and ethical themes, while collective worship assemblies form an important part of our Christian ethos. We also welcome guest speakers who deliver engaging talks on faith, values and wider social issues, helping students to reflect and grow both personally and academically.

Complementary Studies and Tutorial Programmes

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

Options vary each year but usually include:

Cookery lessons • Sport and team games • Creative arts • Debating • Young Enterprise • EPQ

Young Enterprise

The Young Enterprise Company Programme gives students the chance to set up and run their own business. Working as a team, they develop an idea, raise funds, create and market their product or service, and manage the company's finances — all with guidance from a business adviser. It's a great way to build confidence and develop real-world skills in leadership, teamwork and entrepreneurship.

EPQ

The EPQ allows students to research a topic of their choice, developing skills in independent study, research and academic writing. It's highly valued by universities and supports applications for higher education and apprenticeships.

House System

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

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

Charities

Our Sixth Form students take the lead in organising and running charity events throughout the year, including the Macmillan Coffee Morning, Children in Need, the Poppy Appeal, Save the Children, Comic Relief and The Hospice of St Francis. These activities encourage teamwork, creativity and leadership, while fostering a strong sense of community spirit and social responsibility.



MacMillan bake sale



Hospice of St Francis visit

Work Experience

All Year 12 students take part in **one week of work experience** during the summer term. Students are expected to arrange their own placements, with support from the Sixth Form team where needed. This compulsory element helps students explore career options, develop workplace skills and build confidence, while also strengthening future university and employment references.



Study Routes in the Sixth Form

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

Pathway One The Academic Route

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

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

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

Pathway Two The Vocational Route

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

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

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

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

Entry Criteria

Level 2 Subjects	Subject Specific Entry Criteria
The following Level 2 qualifications are appropriate for students 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 Information and Creative Technology	4 GCSEs grade 3 or above are required, including Maths and English
BTEC Level 1/Level 2 First Award in Travel and Tourism	
BTEC Level 1/Level 2 First Award in Public Services	

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

GCE A Level Further Mathematics	Grade 7 or above in GCSE Mathematics. Students must also study A Level Mathematics.
GCE A Level Music	Grade 6 or above in GCSE Music. Students should be able to play a musical instrument/sing to approximately grade 5 standard.
GCE A Level Physical Education	GCSE Grade 6 / Level 2 Merit or above in Physical Education. Grade 5 or above in GCSE Science.
GCE A Level Physics	Grade 6 or above in GCSE Physics or a minimum of 6:6 in Combined Science.
GCE A Level Psychology	Grade 5 or above in GCSE English and Mathematics. Grade 4 or above in GCSE Science is preferable.
GCE A Level Spanish	Grade 6 or above in GCSE Spanish.
BTEC Level 3 Extended Certificate in Travel and Tourism	Although previous study of Travel and Tourism is not essential, students who have taken BTEC Level 2 Travel and Tourism require a Merit grade or above.

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



GCSE Qualifications (Resit examinations)

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

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

GCSE English Language

Course Outline

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

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

Course Content and Assessment

Examination board: AQA

Assessment: 100% examination - Paper 1 and Paper 2

Progression

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

GCSE Mathematics

Course Outline

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

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

Course Content and Assessment

Examination board: Edexcel

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

Progression

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

BTEC Level 1 / 2 First Award in Information and Creative Technology

Examination Board: Pearson BTEC	Course Requirements: At least 4 GCSEs grade 3 or above.
Curriculum Leader: Mrs J Ryan/Mr E Wood	Website: https://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-ngf.html

Course Outline

This one-year qualification provides an introduction to the online world and how to create video, audio and web content for learners in post-16 education. It 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 media production and, give learners the opportunity to gain a broad knowledge, understanding and develop skills in, the IT and media sectors.

Course Content and Assessment

The Pearson BTEC Level 1/Level 2 First Award in Information and Creative Technology has one externally assessed mandatory unit and three other units, each worth 25% of the final mark.

Unit 1: The Online World - provides learners with a firm understanding of the fundamentals of digital technology and the pivotal role they play in today's online world. (externally assessed exam)

Unit 2: Creating Digital Video (internally assessed)

Unit 3: Creating Digital Audio (internally assessed)

Unit 4: A Digital Portfolio (internally assessed)

There are four levels of achievement:

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

Progression

The Pearson BTEC Level 1/Level 2 First Award in Information and Creative Technology provides the skills, knowledge and understanding for level 2 learners to progress to:

- other level 2 vocational qualifications
- level 3 qualifications, such as the Pearson BTEC Level 3 Nationals in IT or an IT/Creative Media apprenticeship.
- academic qualifications, such as GCE A Level in ICT or Computing.
- employment within the information technology and/or areas within the creative industries, such as electronic publishing or multimedia production.

BTEC Level 1 / 2 First Award in Travel and Tourism

Examination Board: Pearson BTEC	Course Requirements: At least 4 GCSEs grade 3 or above including Maths and English.
Curriculum Leader: Ms N Hasnain	Website: https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.html

Course Outline

The qualification provides an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK and investigate different types of customer and UK destinations. You will also have the opportunity to study international travel and tourism.

Course Content and Assessment

You will study the following three mandatory units, covering the underpinning knowledge and practical skills required to work in the industry:

- UK travel and tourism sector
- UK travel and tourism destinations
- The travel and tourism customer experience

You will choose one further unit from two optional units, covering more specific aspects of the global travel and tourism sector. These are:

- International travel and tourism destinations
- Factors affecting worldwide travel and tourism

You will carry out tasks/assignments throughout the course. Your teacher will assess and mark these and so you will receive feedback as to how you are getting on. For the assessment for Unit 3: The Travel and Tourism Customer Experience, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole. The assessment for Unit 1: The UK Travel and Tourism Sector, is a test that is sent away to be marked. This test includes multiple-choice and open-ended-response questions based on main types of tourism in the UK and the different component industries that make up the UK travel and tourism sector

There are four levels of achievement:

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

Progression

The Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism provides the knowledge, understanding and skills for Level 2 learners to progress to: other Level 2 vocational qualifications, Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 in Travel and Tourism and other related academic qualifications. Learners who achieve the qualification at Level 1/2 may progress to related Level 3 vocational or academic qualifications, such as the Level 3 BTEC Travel and Tourism qualification.

BTEC Level 1 / Level 2 First Award in Public Services

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

Course Outline

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

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

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

Course Content and Assessment

The Certificate is made up of four core units:

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

There are four levels of achievement:

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

Progression

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

Extended Project Qualification

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

Course Outline

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

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

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

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

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

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

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

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

GCE A Level Art, Design, Photography

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

Course Outline

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

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

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

Course Content and Assessment

Component 1 - Personal Investigation (60%)

Part 1 – A student led project that focuses on own Art interests, styles and movements with artist research, copies and personal outcomes.

Part 2 – An essay of approximately 2,000 words relating to their personal study.

Component 2 - Externally Set Assignment (40%)

Component 2 is an externally set project released to teachers and students by the exam board in January of the second year of study. Students will create over 15 hours of sustained focus and a final response. They will also submit their 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 need 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 to achieve in the subject. The course should appeal to the serious art student who wishes to explore their creative and problem-solving skills and abilities independently.



GCE A Level Biology

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

Course Outline

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

Course Content and Assessment

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

Topics include:

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

Progression

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

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

BTEC Level 3 National Extended Certificate in Business

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

Course Outline

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

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

Course Content and Assessment

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

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

There are four levels of achievement:

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

Progression

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

GCE A Level Chemistry

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

Course Outline

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

Course Content and Assessment

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

Year 12 (AS Level)

Unit 1

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

Unit 2

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

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

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

Progression

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

Level 3 Applied Diploma in Criminology

Examination Board: WJEC	Course Requirements: GCSE grade 5 or above in English Language and GCSE Grade 5 or above in Mathematics
Course Leader: Mrs S Falcon/Mr R Mullings	Website: https://www.eduqas.co.uk/qualifications/criminology-level-3/#tab_keydocuments

Course Outline

The WJEC Level 3 Applied Diploma in Criminology is a qualification that explores the study of crime, criminal behaviour, and the workings of the criminal justice system. The course combines elements of sociology, law, and psychology to help students understand why people commit crimes, how society responds to criminal activity, and the process of criminal investigation. Learners examine real-life cases, theories of criminality, and how crime is represented in the media, gaining both theoretical knowledge and practical skills useful for careers in policing, law, social work, or further study in criminology and related fields.

Course Content and Assessment

Assessment for the course is split between controlled assessments and written examinations. There are four units in total with two different assessment types:

Internal assessments - controlled assignments completed under supervision (8-hour assessment, with a total of 100 marks each)

External assessments - formal exams set and marked by WJEC. (90-minute examinations, with a total of 75 marks each)

This balance allows students to demonstrate both research and analytical skills as well as their understanding of key criminological concepts and processes.

Unit 1: Changing Awareness of Crime (internally assessed)

Unit 2: Criminological Theories (externally assessed)

Unit 3: Crime Scene to Courtroom (internally assessed)

Unit 4: Crime and Punishment (externally assessed)

After the first-year students will have completed the Applied Certificate in Criminology, moving on to complete the Applied Diploma in Criminology at the end of the second year.

GCE A Level Dance

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

Course Outline

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

Course Content and Assessment

Assessment: written examination, coursework, external assessment.

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

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

Progression

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



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

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

Course Outline

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

Course Content and Assessment

Assessment: written examination, coursework, external assessment.

During Year 12 students will study the following:

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

During Year 13 students will study the following:

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

There are four levels of achievement:

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

Progression

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



GCE A Level Drama

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

Course Outline

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

Course Content and Assessment

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

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

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

Progression

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

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



GCE A Level English Language

Examination Board: AQA	Course Requirements: GCSE grade 5 or above in English Language.
Course Leaders: Mr E Storey	Website: https://www.aqa.org.uk/subjects/english/a-level/english-7702/specification

Course Outline

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

Course Content and Assessment

Assessment: written examination and coursework.

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

Writing skills

Non-exam assessment: Language in Action

A language investigation (2,000 words excluding data)

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

Progression

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

GCE A Level English Literature

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

Course Outline

You will follow the OCR English Literature course which is designed to develop your interest, enjoyment and critical appreciation of a wide range of literary texts from the major literary genres of prose, poetry and drama. You will explore the relationships between texts and the significance of cultural and contextual influences and gain a greater appreciation of the richness of language and literature and its changing traditions. The course supports the development of valuable transferable skills including sustained research, critical analysis, wider reading and extended analytical writing, all of which promote independence of thought and offer excellent preparation for study at undergraduate level.

Course Content and Assessment

Assessment: written examinations and coursework portfolio.

H472/01 Drama & poetry pre-1900 - This unit involves the study of Shakespeare's 'Hamlet' and the comparative study of Henrik Ibsen's play, 'A Doll's House' and Christina Rossetti's poetry. In Section 1 the question is divided into two parts. The first part requires close analysis of an extract from the play. The second part of the question asks learners to consider a proposition using their knowledge of the whole play. In Section 2 there will be a choice of six questions, each with a different thematic or literary focus. Learners must choose one question and write a comparative study with substantial discussion of both texts.

H472/02 Comparative and contextual study - The topic studied for this unit is 'The Gothic'. In this examination, Section A requires you to write a critical appreciation of a previously unseen passage of prose related to the topic area, and in Section B, an essay comparing at least two whole texts, Bram Stoker's 'Dracula' and Angela Carter's 'The Bloody Chamber and Other Stories'.

H472/03: A Level coursework, representing 20% of your final grade - You will study 3 texts (one poetry, one prose and one drama text) and complete a portfolio of 3000 words consisting of two written assignments.

- Component 3a: Recreative Writing Coursework (Drama: Jerusalem). Approximately 1000 words
- Component 3b: Comparative essay - One novel and one poetry text of the students' choice approved by OCR exam board. Approximately 2000 words Texts that were studied in Year 12 will be revisited in Year 13 in preparation for written examinations.

Progression

English Literature is a very flexible and adaptable subject, so future career opportunities are extensive. The subject combines well with many other subjects in the arts and sciences but especially with textual based subjects like Drama and History as well as subjects like Psychology and Sociology. University Admissions Tutors and employers look favourably upon students who have studied A Level English Literature, knowing they will have good oral and written communication ability and have developed useful skills of analysis and interpretation. Careers which can be entered with an English Literature A Level/English degree are many and varied and include management, research, consultancy, publishing, medicine, teaching, journalism, the Civil Service, media and advertising.



A-Level trip to see a production of 'Hamlet' by the Royal Shakespeare Company

GCE A Level Film Studies

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

Course Outline

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

Course Content and Assessment

Component 1: Varieties of film and filmmaking (2.5 hour written examination)

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

Component 2: Global filmmaking perspective (2.5 hour written examination)

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

Component 3: Production (Coursework)

- Either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) and a digitally photographed storyboard of a key section from the screenplay
- Evaluative analysis (1600-1800 words)



Pinewood Studios Trip



GCE A Level French

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

Course Outline

In studying this subject, students will:

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

Course Content and Assessment

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

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

During this course, students will study the following topics:

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

Progression

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

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

GCE A Level Geography

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

Course Outline

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

Course Content and Assessment

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

Fieldwork: As part of your AQA A-level Geography course, you'll take part in fieldwork to explore real-world geographical issues. This hands-on experience lets you collect and analyse your own data outside the classroom. The skills you develop will support your independent investigation (NEA), which counts for 20% of your final grade.

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

Topics will include:

Water and Carbon Cycles

Coastal Systems and Landscapes

Hazards

Population and the Environment

Global Systems and Global Governance

Changing Places

Geography Fieldwork Investigation and Geographical Skills

Progression

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

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

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

Course Outline

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

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

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

Course Content and Assessment

There are 4 units that need to be completed:

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

Unit 1 and Unit 2 are externally assessed through written examinations. Passing both exams is compulsory in order to successfully complete the course. Unit 3 is a compulsory internally assessed coursework unit. This means students will complete assignments that are marked by the centre and moderated by the exam board.

There are four levels of achievement:

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

Progression

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

GCE A Level History

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

Course Outline

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

Course Requirements

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

Course Content and Assessment

Assessment: two exams, each 2.5 hours and a non-examined unit, which is an essay of 4,500 words.

The course is divided into three components:

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

Progression

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

GCE A Level Mathematics

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

Course Outline

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

Course Content and Assessment

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

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

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

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

Progression

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

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

GCE A Level Further Pure Mathematics

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

Course Outline

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

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

Course Content and Assessment

Assessment

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

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

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

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

Progression

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

GCE A Level Music

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

Course Outline

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

Course Content and Assessment

Assessment: external assessment and written exams.

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

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

Progression

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

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

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

GCE A Level Physical Education

Examination Board: AQA	GCSE grade 6/ Level 2 Merit or above in Physical Education. GCSE grade 5 or above in science.
Curriculum Leader: Mr J Callender	Website: https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582/specification/specification-at-a-glance

Course Outline

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

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

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

Course Content and Assessment

Assessment: Two written exam papers, written coursework with practical assessment in one chosen sport.

Written paper 1: (105 marks, 35% of A-level, 2 hours)

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

Written paper 2: (105 marks, 35% of A-level, 2 hours)

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

NEA Assessment: (90 marks, 30% of A-level)

- Evaluation and analysis of performance for improvement (written).
- Performance in chosen sport

Progression

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

GCE A Level Physics

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

Course Outline

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

Course Content and Assessment

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

Topics to be studied are as follows:

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

Plus one unit from the following options:

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

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

Progression

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

GCE A Level Psychology

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

Course Outline

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

Course Content and Assessment

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

Topics covered in Year 12 include:

- Social Influence
- Memory
- Clinical Psychology and Mental Health
- Attachment
- Approaches in Psychology
- Research Methods

Topics covered in Year 13 include:

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

Progression

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

Other examples include:

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

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

GCE A Level Spanish

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

Course Outline

In studying this subject, students will:

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

Course Content and Assessment

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

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

Progression

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

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

Level 3 BTEC Travel and Tourism

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

Course Outline

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

Course Content and Assessment

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

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

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

- Visitor Attractions
- Events, Conferences and Exhibitions.

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

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

Progression

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



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



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