



# Holmer Green Senior School

## Sixth Form Prospectus—2015



“Successful, Confident, Caring.”



# Welcome

## To the Sixth Form Holmer Green Senior School

Holmer Green Senior School is a highly successful school which takes great pride in our Sixth Form. Led by our Learning Area Director of Sixth Form, Rachel Golding, and supported by our Acting Assistant Learning Area Director (Sixth Form), John Kavanagh, results continue to go from strength to strength. Our dress code reflects our status as a Business and Enterprise school and the students' smart appearance reflects their ambition and determination to succeed.



At Holmer Green, our commitment is to provide students with what we call the "Competitive Edge" when they leave school and face the world of work or higher education. Both are becoming ever more challenging in the 21<sup>st</sup> Century. When facing an uncertain world, young people need high quality qualifications, strength of character, confidence and a range of interests and experiences. At Holmer Green we are proud that our students achieve and develop them all. Pastoral care is outstanding as are the range of opportunities available to develop essential personal skills. From World Challenge to Young Enterprise and from Sports Leaders to whole school leadership, our students experience challenge and adventure both in and out of school.

Our Learning Area Director of Sixth Form/Acting Assistant Learning Area Director and Sixth Form Learning Mentor are supported by a dedicated team of tutors who can meet the individual needs of our students. Careers days and personalised support with university applications together with high expectations for independent study ensure that every student fulfils his or her potential. High quality relationships make our Sixth Form second to none.

Achievement in our Sixth Form continues to go from strength to strength with over 70% of students achieving A\*-C grades in their A level courses or Distinctions in their BTEC Level 3 courses. These Distinctions carry the equivalent UCAS points to an A grade at A Level and a number of students from last year's cohort accessed top universities because of their combination of A Level and BTEC courses.

I am extremely proud of our Sixth Form but also well aware that the best way to judge if any Sixth Form is right for you is to come and see for yourself. Do join us on our Open Evening or make an appointment directly by phoning the school. You are always most welcome to visit during a school day, meet staff and students, and see our Sixth Form in action.

### Contents

<b>Our Sixth Form/Pastoral Care</b>	<b>5</b>	<b>Courses Available</b>	<b>13</b>
<b>Sixth Form Management</b>	<b>6</b>	<b>Pathways</b>	<b>14</b>
<b>Enrichment</b>	<b>8</b>	<b>Application Form</b>	<b>17</b>
<b>Facilities</b>	<b>11</b>	<b>Course Breakdowns</b>	<b>19</b>
<b>Life after HGSS</b>	<b>12</b>	<b>Key Dates</b>	<b>45</b>
<b>Dress Code</b>	<b>13</b>	<b>Site Information</b>	<b>46</b>

## Message from Learning Area Director of Sixth Form

Welcome to Holmer Green Senior School Sixth Form.

I am extremely proud to be heading up Post 16 this year and am convinced that it will be a great year for the students and the school.

The Sixth Form is a key part of Holmer Green Senior School, offering our students and those from other schools the opportunity to study a wide range of courses to prepare for the future, be that in education, employment or training. We welcome new students to the Sixth Form as they enrich the experience for all.

We pay particular attention to each individual student to promote their personal, social and educational development for achievement at the highest possible level. For students

who require a little extra support, our tutorial system ensures that an academic tutor is always on hand to talk to, along with our Sixth Form Learning Mentor, Ms Maisey, who is always available to provide additional advice, guidance and learning support.

It is our aim to prepare students for higher education, lifelong learning and their future careers. Educational qualifications, however, are not the only consideration when making career choices. Personal qualities are also very important and we offer you opportunities to develop many of the skills you will need for your future. We will work with you as an individual by giving you all the support you need to achieve your full potential in all areas of school life. All we ask in return is a positive attitude towards your studies, a co-operative approach to working with our staff and a willingness to get involved in the life of the school.

Performance will be monitored regularly through our new MER system which is how we rigorously Monitor, Evaluate and Review the quality of Teaching and Learning and the subsequent student progress against Individual Targets. Underachievement is spotted quickly and appropriate interventions put into place swiftly to keep each student on track.

Possibly some of you are thinking you would prefer to go to grammar school. Again, do your research. Visit other places, find out about the school or college ethos, teaching styles, support given to students outside of lessons and so forth. Our Sixth Formers really value the quality of the relationships that they have with their subject tutors at Holmer Green, our high standards of teaching and our caring ethos. Of course we want you to work hard but also to enjoy yourself and develop essential communication, organisational and time management skills. Universities and employers value the well rounded individual who has proven experience of working effectively in teams or through leading an initiative.

I hope you find this Prospectus informative and that it helps you make the best decisions for you. If, after reading it, you still have questions please feel free to contact me direct at [rgolding@blpmail.org.uk](mailto:rgolding@blpmail.org.uk).

Mrs Rachel Golding



# Our Sixth Form

## ‘Successful, confident and caring’

We are committed to providing a first class Sixth Form at HGSS which will provide every student with the best opportunity for progressing to university or the next step towards a successful career.

### Personal Development Programme

We do our best to give our students a wider knowledge of the world and to prepare for life beyond Holmer Green Senior School. The tutorial and assembly programme includes:

- Talks from different universities (so far this year; Oxford Brookes, Bucks New University).
- University loans/financial advice (Government Student Finance).
- Personal Statement Workshops given by University staff.
- Presentations given by Careers Advisors and follow-up interviews (Connexions).
- Talks given by health professionals and business people.
- Visits to University Open Days.
- Self Awareness Seminars and interview practice
- Information on apprenticeships and training schemes (Aylesbury college)
- Road safety; ‘Safe Drive Stay Alive’ performance at The Wycombe Swan.
- Motivational speakers.
- Visits from businesses, charities and volunteer groups.
- How to survive the first few weeks of university.
- Anything else that students request that we can deliver!

### Structure of the School Day

All HGSS students, including Year 12 and 13, are required to attend morning registration 8.50-9.15am. During this time students meet with their Tutor and attend weekly Sixth Form assemblies in our Lecture Theatre. Information, letters, reports and the like are disseminated during registration.

In the first half term, all Year 12 students are required to stay on site for the entire day. After the first formal assessment, if they are on course to meet targets and gaining good effort grades, students will be allowed to leave after lesson 4 if they do not need to attend a taught lesson in the afternoon. At this stage, once they have signed out, they can also leave the school site at break and lunchtime but must sign back in on their return.

If a student is unable to attend school for whatever reason, school should be informed on the first day of absence via a telephone call to the school attendance office on 01494 719901.

### Pastoral Care

We recognise that the transition from Year 11 to Sixth Form can be very challenging. Some students find it difficult to adjust to the demands of working at a higher level and initially may struggle with managing their time effectively. Similarly, some students may encounter stressful situations outside of their control and may need some assistance with devising coping strategies. Do not worry; you will be given plentiful support.

On entering the Sixth Form each student will be allocated a Personal Tutor who will encourage him or her to take full advantage of the academic and personal development opportunities offered. The Personal Tutor will help with UCAS and careers guidance and will regularly monitor student progress and help with target setting during personal tutorials.

We want your time in the Sixth Form to be both happy and productive and together we will work hard to ensure that to be the case.



# Student Voice

## Management Team 2014 –2015



### How do you get involved?

In the Summer Term, Year 12 students may choose to apply for a position on the Senior Management Team. Students are required to submit a formal letter itemising their community initiatives to date and undergo an interview with Mr Jones, Mrs Golding and Mr Kavanagh.

From these applicants, a Head Boy, Head Girl and two Deputies are appointed; their responsibilities include public speaking, chairing regular meetings of the team and overseeing a range of charity and social initiatives.

We are very grateful to those students who also engage in intermittent activities such as attending Open Evenings, or carrying out guided tours for visitors to the school.



# Message from Head Boy and Head Girl



## Charlotte Arpino-James

Sixth Form has been a rollercoaster; with some tears on the way. During my time I have discovered things about myself that I did not know I was capable of. I climbed a mountain and managed a charismatic Young Enterprise company all the way to the European finals. Through all my challenges I was given a vast amount of support from staff and teachers at Holmer Green Senior School.

I continued at Holmer Green not because it was the easiest option, but because the support and relationships I have with teachers made me feel comfortable and I knew I could achieve my best here. Holmer Green has a smaller Sixth Form than most schools but this works in the students' favour as we gain close friends and teachers have more time for us.

To manage Sixth Form life I had to become accountable for my actions and this meant using my study periods effectively; but the rewards are good exam results at the end.

My overall experience at Holmer Green has helped me to decide where I want to go in the future and given the necessary skills to achieve this. I feel that I made the right decision to carry on at Sixth Form instead of going to college.

## Barney Molloy

Sixth Form is not just about your academic studies. In fact I believe that is only a small fraction of what Sixth Form is. In my opinion the purpose of Sixth Form is to support your development as an individual, ensuring that at the end of your two year tenure you have the skill set, ability and correct attitude to succeed in the real world.

I am not going to lie to you; Sixth Form is one of the hardest things I have taken part in. The volume of work and the high level of commitment required to succeed is far superior to any other period in my educational career. You would expect this increase in the intensity of my studies to cause me to hate every minute of Sixth Form; this however, is not the case. This is primarily due to the greater independence which I have experienced from this situation. Every day I have at least one study period, allowing me to tailor my education to my personal preferences and needs. This greater flexibility within my timetable has not only helped me to improve my academic attainment, but has also enabled me to access multiple different enrichment activities such as the Sports Leaders Programme. This independence goes further than just free periods. After a certain time period every Sixth Form student has the opportunity to gain access to the "right to roam" privilege. This allows students to leave the school premises during break and lunch time as well as during period 5 lessons, when you have a study period. This privilege gives you access to the Holmer Green Youth Club, where activities such as table tennis and pool are on offer.

Overall, life in Sixth Form is extremely enjoyable. It has, and still is, shaping me as an individual who will succeed. One of the most important concepts I have learnt is to live by the ABC's, be adventurous, brave and creative!

## Enrichment Programme

- Young Enterprise
- Duke of Edinburgh's Award
- Sports Leadership Award Scheme
- Anti-Bullying Committee
- Student Council
- Sports Committee
- Prefect Leader
- Inter-Form Competition
- Classroom support
- Learning Leaders
- Whole school productions
- World Challenge
- English and Maths Senior Leader—paid role

# Enrichment

## 'Opportunities for All'

Our Enrichment Programme offers a huge range of activities, some of which enable students to gain useful qualifications or improve learning, others allow expression of creative talent. Students can take part in activities that complement their academic course options or try something different and develop new skills or improve existing ones.

Enrichment activities are useful for supporting career choices by gaining relevant experience in a particular area but also are a means of realising your potential. Students are encouraged to participate both in group situations and as individuals.

All these additional experiences enhance the impression students give to future employers and are extremely valuable when applying to Higher Education establishments.

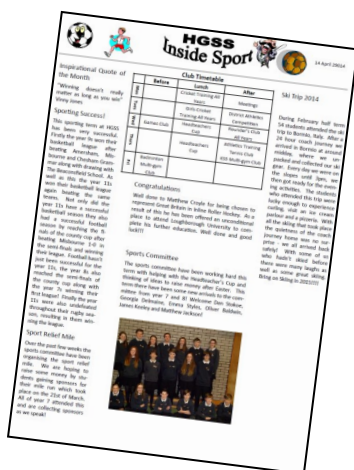
We are very proud of the input our Sixth Formers make to the school and wider community. Many students give of their time generously to numerous initiatives but at the very least, we expect every student to undertake at least one activity in each year of study.

## Sports Committee

The Sports Committee has a key role within school as it aims to promote sport and a healthy lifestyle amongst students and staff. It does this by supporting elite athletes within the school (both in school sport and sport outside of school) as well as offering advice and help to school sporting teams.

As a committee member you will be involved in offering more sporting opportunities for our students as well as with local primary schools. Members help to organise the Annual Sports Dinner held to celebrate sporting achievements throughout the year.

Finally you will have the chance to help publish and distribute a sports newsletter and help to form inter-school competitions.



## Sports Leaders Award

Sports Leaders is a nationally recognised programme where students learn the essential skills of leadership; communication, organisation and motivation, and in addition grow in confidence and self-belief. You do not need to be sports star, just have an interest in a chosen activity - a positive attitude and a willingness to volunteer are all that is required! You will gain in confidence working within and outside of school while working towards gaining an extra qualification.



## Safe Drive Stay Alive

Most Sixth Form students at some point consider learning to drive. While this is a huge move towards self sufficiency and independence, it also brings with it many dangers of which parents, especially, are only too aware. Our aim here at HGSS is to ensure that every Sixth Form student attends the 'Safe Drive Stay Alive' seminar which is run every year by Thames Valley Police and Bucks Fire and Rescue Service.



We aim to inform our students of the harsh reality of road traffic accidents in a supportive and sensitive way, ensuring they are fully aware of all the dangers and the impact their own behaviour and attitudes can have on not just their own lives, but that of their friends and family too.

## Young Enterprise

When you join Business Studies you get the opportunity to run your own company! We have been very successful running with our Sixth Form students. Last year's team were the best yet!

### Press release by Hyundai:

Hyundai Brand Ambassador hands over winning trophy to Magneat – a business team formed and run by students from Holmer Green Senior School, High Wycombe. Magneat awarded title of Best Business Enterprise for their 'Dash Mat' – a dashboard tidy for cars. This award is part of Hyundai's pan-European Skills for the Future initiative in collaboration with Youth Enterprise, which aims to equip young people with the skills they need to succeed in today's highly competitive job market.

High Wycombe, 2 May 2014 – The winners of Hyundai's second 'Best Business Enterprise' award received an additional surprise when they were presented with their trophy by 2012 Summer Olympics Gold Medal winner and

Hyundai Brand Ambassador, Nicola Adams MBE. The boxer made a special appearance at the Hyundai Training Academy in High Wycombe, where she also spent time talking to the young people and answering their questions on boxing, life and her famous victories at the London Games. The winning team was Magneat, formed and run by 13 students from Holmer Green Senior School in Buckinghamshire. The team developed and brought to market a dashboard tidy that uses friction bubbles to securely hold possessions such as mobile phones or wallets on the car's fascia, reducing driver distraction. Having seen off stiff competition from five other teams, Magneat travelled to Frankfurt, Germany to participate in the European Skills for the Future competition. The team finished second competing against 15 teams from 8 countries.



## World Challenge

Every World Challenge starts long before students step on a plane. The programme offers support, develops life skills and allows students to take ownership of:

- Destination and itinerary planning.
- Fundraising ideas and events.
- Budgeting and money management.
- Preparation, fitness and nutrition.

Last year's trip was to Nepal during the monsoon season. Students arrived at a very busy airport in Kathmandu (an experience not to be missed). Time was spent in Kathmandu visiting temples and taking in the local culture.



The second phase of our trip was the project. This was the most rewarding part as we got to work with young children in a small school on the mountainside. They were so happy to see us and made us feel very welcome. At the project we painted the school walls with images of UK nursery rhymes. This included our proudest painting of the 'incy wincy spider' which the children loved. It was especially nice as they kept making the hand gestures that go with the rhyme whenever we saw them. Our paintings made the school much more inviting and suitable for the children.

We then made our way to Pokkorra to start our trek. The Trek was amazing but difficult as the team climbed 8 hours a day for 4 days to reach the Poon Hill Summit. Trust us it was definitely a mountain and not a hill as it stands at 3210m. Poon Hill is one of the most famous viewpoints in the world and in Nepal, it is probably the second most famous viewpoint after Kala Pattar.





# Learning Resource Centre

## 'A place for Study'

The LRC is open throughout the day for Sixth Form students. They have privileged access to the facilities where they can receive advice from our Resources Co-ordinator, Mrs Lane.

Students are given the opportunity and encouragement to use the wealth of resources to develop their skills in a spacious and comfortable area that is well used and stimulating.

The Learning Resource Centre has a suite of forty network computers with access to the internet, network printers, colour scanner and printer.

There are 4,000 fiction titles available with six thousand non-fiction titles – ranging from Who Wants to be a Millionaire? to Advanced Social & Human Biology.

University and local college prospectus with other careers information is held in the LRC by the Sixth Form area next to a dedicated careers office.



### Opening times

- Morning and afternoon breaks
- Monday – Thursday 8:30 – 4:30
- Friday 8:30 – 4:00

## Independent Study

Independent study time is an integral part of any Sixth Form course and requires the ability to organise work and set targets. Help in the organisational skills required will be given through the tutor programmes. The self discipline required to use study and free time effectively will be one of the most difficult to acquire but most valuable to learn. Periods not timetabled for lessons are intended for private study and must be used for this purpose either in the Sixth Form study area, the Sixth Form Computer Suite or the LRC. These facilities should be used quietly and other students' rights to peaceful study respected.

Students are expected to complete at least 5 hours of independent study per subject per week in addition to set homework. We recommend that you do not engage in more than 10 hours of paid employment.



# Life after HGSS

At HGSS we encourage our students to think carefully about their future whether they choose university or to move into the world of work.

## University and Careers

HGSS is committed to providing the support and guidance necessary to ensure that every student is well informed and ambitious in their choice of course and university and we provide an extensive range of support days and foster strong links with universities to ensure the application process and transition runs as smoothly as possible.

We are delighted that so many past students are happy to return to HGSS to share their experience and extol the many rewards of university life from academic challenge to strong social and vocational opportunities.

As a relatively small Sixth Form we are extremely proud of the excellent personal support provided by our Sixth Form Leadership Team. They give patient and dedicated support throughout the application process not least with the completion of personal statements and guidance that enables our students to shine in interviews at prospective universities.

In 2014, the majority of students who applied to university were successful in achieving a place.



## Destinations

The courses they chose include:	The Universities they now attend include:
Business and Human Resource Management	University of Portsmouth
Drama and Education Studies	University of Bolton
Sport and Exercise Science	Falmouth University
Civil Engineering	Kingston University
Real Estate	Leeds Trinity University
Actuarial Science	London South Bank University
Law	Liverpool John Moores University
Tourism, Hospitality and Leisure Management	Sheffield Hallam University
Sports Business and Sports Law	University of Westminster
Business and Management	University of Winchester
Product Design with Professional Experience	Bucks New University
Creative Events Management	
Translation and Spanish	
Childhood and Youth Studies	



# Dress Code

## ‘Styled for Business’

Our students wear business dress and we expect them to work diligently whilst approaching their studies with open and enquiring minds. As universities and employers become ever more demanding of the standards young people achieve, our committed staff deliver teaching, guidance and support of the highest order.

Sixth Form Dress Code	
Ladies	Gentlemen
Trouser suit Blouse or smart top Smart jacket Tailored trousers Skirt of reasonable length	Suit, shirt and tie Smart jacket Tailored trousers Shirt and tie Smart jumper
<b><u>Never permitted</u></b> Jeans Leggings	Leisure/sports wear Hoodies Facial piercings

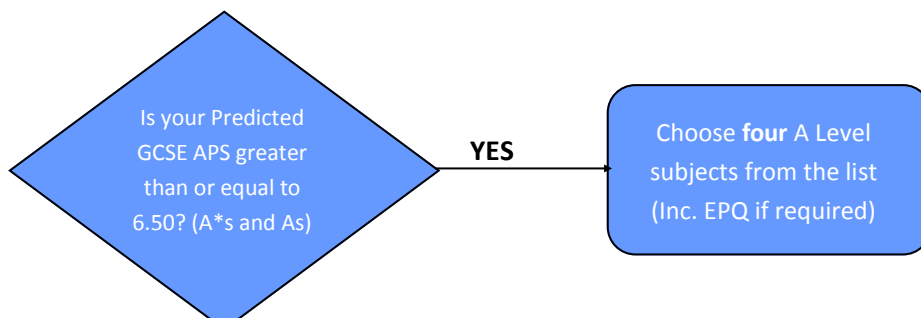
**Identity Cards with lanyards must be visible at all times.**

## Subject Information and Entry Requirements 2015

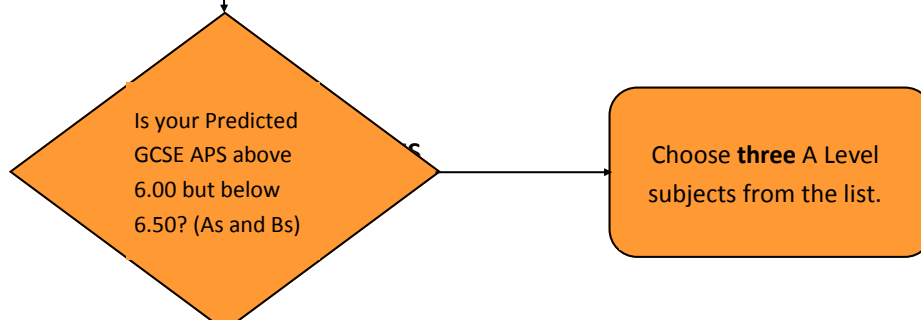
Subject	Minimum grade required	Learning styles
Art and Design	C	Mixed – practical/traditional
Art and Design: Photography	C in Art if taken	Mixed – mainly practical
Biology	B	Traditional
Business Studies	B in Business if taken	Traditional/Assignment
Chemistry	B	Traditional
Design & Technology: Product Design— 3D Design	B in a Technology subject	Mixed
English Literature	B	Traditional
Food Technology	C in a Technology subject	Mixed – mainly practical
French	B	Traditional
Geography	B in Geography if taken	Traditional
History	B in History if taken	Traditional
Mathematics	A	Traditional
Media Studies	B in Media Studies if taken	Mixed – practical/traditional
Physics	B	Traditional
Psychology	C in Maths, B in English and Science	Traditional
Sociology	B in English	Traditional
Spanish	B	Traditional
BTEC Applied Science	C	Assignment based
BTEC IT	C	Vocational
BTEC Music (Performance)	C in Music if taken	Assignment based
BTEC Performing Arts	C	Assignment based
BTEC Physical Education	C in PE if taken	Assignment based
BTEC Travel & Tourism	C in Geography or Business	Assignment based
The Extended Project Qualification	Minimum B	Mixed

# Pathways

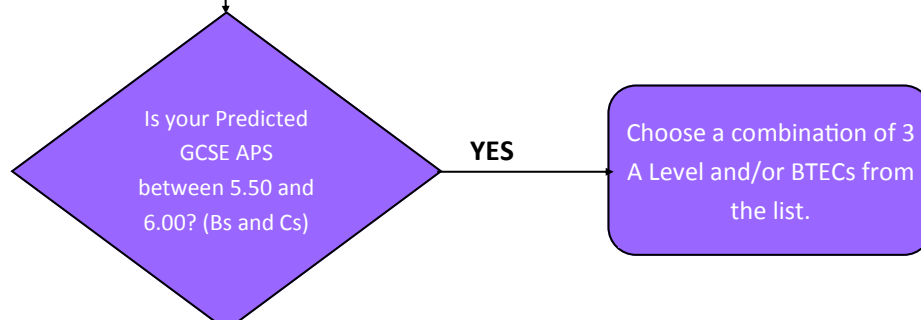
## BLUE ROUTE



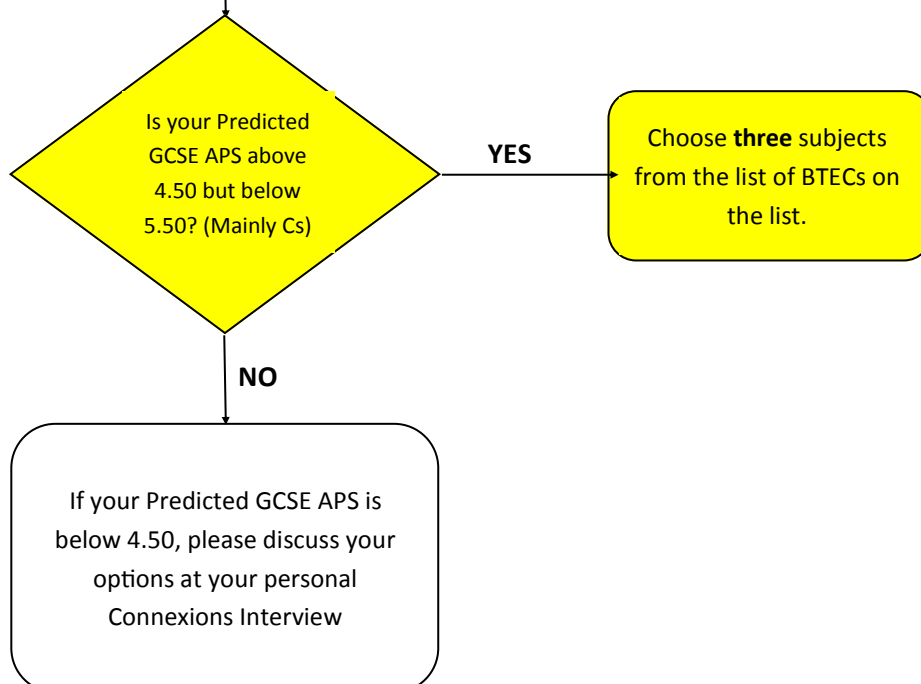
## ORANGE ROUTE



## PURPLE ROUTE



## YELLOW ROUTE



## Courses

Refer to subject pages for further course entry requirements.

Art & Design  
Photography  
Biology  
Business Studies  
Chemistry  
3D Design  
English Literature  
Food Technology  
French  
Geography  
History  
Mathematics  
Media Studies  
Physics  
Psychology  
Sociology  
Spanish

## EPQ

Applied Science  
IT  
Music (Performance)  
Performing Arts  
(Subsidiary Diploma)  
Performing Arts  
Sport  
Travel & Tourism

### About A levels

Before 2015, A levels were made up of the AS level and the A2, each part being 50 per cent of the overall A Level grade.

However for students starting in 2015, the Department for Education (DfE) decided that some AS levels will not count towards the A level qualification. Please see the "A level changes" graphic overleaf for a detailed list.

Most universities require no more than three A Levels for entry. However, there are some universities who do ask for 3½ A levels (i.e. four subjects in Year 12 and three in Year 13).

### Year 12 - Entry Requirements

You will be required to study at least three subjects.

**You will therefore need good enough grades at GCSE to access at least three of your preferred subjects.**

The grade requirements for each A Level course can be found on page 13. You will need to have as a minimum a grade C in English or Maths.

### GCSE APS and Pathways

When you have your GCSE results, we will calculate your GCSE Average Point Score (APS). Each GCSE is given a value ranging from 8 points for an A\* grade, 7 points for an A grade to 1 point for a G grade. Therefore a student who achieves eight GCSEs with grades of B,B,B,B,C,C,C,C will calculate the points total by simple addition: 6+6+6+6+5+5+5+5 = 44.

This points total is then divided by the number of GCSE qualifications to give the APS:  $44 \div 8 = 5.5$ . This APS is used by the Sixth Form Leadership Team (SFLT) to determine which Sixth Form Pathway you should follow to ensure you have the most appropriate course of study and give you the best possible chance of reaching your potential. The Sixth Form Pathway decision chart is on page 14 (left).

### How do I select my A Level subjects?

The jump from GCSE to A Level is a significant one. This applies not only to the level of understanding required, but also your capacity to work independently. From the start of Year 12, you will find a real difference in the demands placed upon you and it is important that you choose your subjects carefully.

The following should help you make an informed choice.

- Choose subjects that you know you are good at and that you are likely to get a grade B or above at GCSE (for A Levels).
- Bear in mind the demands that coursework will put upon you. Doing too many subjects that have a high percentage content of coursework and/or subjects that have substantial background reading could affect your overall performance.
- Avoid choosing more than one new subject.

If you have a specific career in mind, then speak to Mrs Golding, Mr Kavanagh or Connexions when you are making your choices.

For a good number of degree courses, universities are not too concerned which subjects you offer at A Level. Your ability to meet their entry requirements is more important. The number and the correct combination of subjects could produce a better set of results. Three Bs are better than four Ds.

The final number of subjects that students will study will be confirmed at a meeting between Mrs Golding, Director of Sixth Form and Heads of Faculties. Here, the teachers discuss each student's choices with respect to their GCSE results and may advise a change

All Year 11 students at **Holmer Green Senior School** will have a Careers Guidance Meeting with a member of the Senior Leadership team (SLT) or the SFLT in March 2015 to help and advise them with their Post-16 choices.

**PLEASE NOTE: as the timetable takes shape over the next few months, we may be unable to accommodate some subject combinations. If your subject choices are affected by timetable constraints we will contact you so that you have time to reconsider.**

**GCSE Re-sits**

Students who fail to achieve a C grade in either GCSE English Language or Maths will be required to resit the exam until they achieve at least a grade C.

Students who have below a grade C in both of these subjects will not be considered for the Sixth Form. Please be aware that classes to support the resits may have to be held after school and that attendance is compulsory.

No other GCSE re-sit courses will be available.

**A Level Changes for 2015****Subjects where the AS forms part of the A level qualification:**

Food Technology  
 French  
 Geography  
 Maths  
 Media Studies  
 Design Technology Product Design—3D Design  
 Spanish

**Subjects where the AS does not form part of the A level qualification:**

Art  
 Biology  
 Business Studies  
 Chemistry  
 English Literature  
 History  
 Photography  
 Physics  
 Psychology  
 Sociology

**Extended Project (EPQ)**

Students with a GCSE APS of above 7 (A/A\* grades) will be encouraged to pursue an Extended Project Qualification (EPQ). This AS standard qualification is designed to push the more able students and improve their access to those universities who demand higher entry requirements. It is also designed to give students an opportunity to develop their research skills and reflect on subject content that they will encounter as an undergraduate.

Students will choose a topic area and undertake to carry out in-depth investigation producing an extended dissertation and a final presentation. They will be individually mentored by a dedicated subject specialist throughout this process.

HGSS aims to meet the individual needs of all its students. If students show aptitude, talent or enthusiasm and commitment in any area of the curriculum then they will receive appropriate enrichment and extension organised and delivered by faculties.

Please see more information about the EPQ on Pages 43 and 44.



## Checklist:

Before you post your application, please check:

1. That you have completed both sides of the application form ☐
2. That you have written and included a letter of application introducing yourself ☐
3. That you have included a stamped, self-addressed acknowledgment card ☐

Put the three items listed above in an A4 envelope and, if posting, make sure you use a **large letter** stamp.  
 Either hand in your application at Main Reception or post to: **Sixth Form Admissions, Holmer Green Senior School, Parish Piece, Holmer Green, High Wycombe, Bucks HP15 6SP**

Holmer Green Students  
 need only complete 1.

Complete both sides of the form, making sure all requested details are filled in and write clearly in **block capitals**:

## PERSONAL DETAILS

Forename(s): ..... Surname: ..... Date of Birth: .....

Male ☐

Female ☐

Address: .....

..... Postcode: .....

Home telephone number: ..... Mobile: .....

Parent(s)/Carer(s) name: .....

Address (if different from above): .....

..... Postcode: .....

Student email address: .....

Parent(s) email address: .....

## DETAILS OF CURRENT SCHOOL

Name of current school: .....

School address: .....

..... Postcode .....

School Contact name for Reference: .....

School Contact Email Address: .....

Sibling Connection? (Please tick)

Yes ☐

No ☐

(If yes, please complete the following):

Full name: ..... Date of Birth: .....

Dates of attendance: From: ..... To: .....

Please turn over

## Predicted grades for examinations to be taken in 2015

(include any grades already achieved)

Please list ALL your exam subjects below and indicate if it is a SHORT course. If taking <b>double science</b> , there should only be <b>two</b> grades	Please indicate BTEC / GCSE	Grade already achieved	Predicted Grade
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

**Choosing A Level subjects:** You should choose **four** subjects, making sure that you are predicted to meet the **course entry requirements** for each subject. You must also refer to the **Pathways** sheet on page 14 of the brochure. Your choices can only be confirmed once all applications have been processed after **GCSE Results Day**.

**SUBJECTS OFFERED IN THE SIXTH FORM AT  
HOLMER GREEN SENIOR SCHOOL**
**A Levels**

Art & Design  
 Art & Design: Photography  
 Biology  
 Business Studies  
 Chemistry  
 Design & Technology: Product Design 3D Design  
 English Literature  
 Food Technology  
 French  
 Geography  
 History  
 Mathematics  
 Media Studies  
 Physics  
 Psychology  
 Sociology  
 Spanish

**BTECs**

Applied Science (Subsidiary Diploma)  
 IT (Subsidiary Diploma)  
 Music (Performance) (Subsidiary Diploma)  
 Performing Arts (Subsidiary Diploma)  
 Performing Arts Diploma  
 Sport (Subsidiary Diploma)  
 Travel & Tourism (Subsidiary Diploma)

**The Extended Project Qualification**

Choice 1:

Choice 2:

Choice 3:

Choice 4:

Any comments:

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Office use:	Acknowledgement card returned?	Reference received (date)
	Reference requested (date)	Decision letter sent (date)

# Art and Design (Reformed September 2015)

**Faculty: Design**

**Head of Subject: Mrs Hearne**



## Why choose A level Art?

This specification is designed to encourage candidates to:

- Explore a range of 2 or 3 dimensional approaches to their studies
- Extend their own ways of seeing the world.

## Aims of the course:

Students will:

- Record observations, ideas, information and insights appropriate to intentions.
- Use art and design techniques to record observations, ideas, information and insights appropriate to intentions.
- Analyse and artistically evaluate art and design practice demonstrating an understanding of purpose, meaning and context.
- Use art and design to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.
- Present a personal and informed response, realising intentions and showing connections with the work of others.



## Recommended general websites:

Institute of International Visual Arts - [www.iniva.org](http://www.iniva.org)

[www.britishmuseum.org](http://www.britishmuseum.org)

Getty Museum - [www.getty.edu](http://www.getty.edu)

Museum of Modern Art New York - [www.moma.org](http://www.moma.org)

Guggenheim Museums Worldwide - [www.guggenheim.org](http://www.guggenheim.org)

[www.craftscouncil.org](http://www.craftscouncil.org)

Photographers' Gallery—[www.photonet.org.uk](http://www.photonet.org.uk)

## Course Requirements

Students embarking on this course are expected to have a good grade in a GCSE 'Art' subject.

## Further education and employment:

Foundation year or direct entry to degree course.

Potential careers include: any design or creative profession, including architecture, fashion design, T.V. and Media, set design, studio designer, photographer.

## Structure of the course

AS	A2
Unit 1: Coursework Project (60% of AS Level). Unit 2: Externally set project including an 8 hour exam (40% of AS)	Unit 3: Coursework project including written personal study (60% of A2) Unit 4: Externally set project including 12 hour exam (40% of full A2).

These are subject to change. New for teaching 2015. First examination 2017.

# Photography (Reformed September 2015)

**Faculty: Art and Design**

**Head of Subject: Mrs Hearne**

## Why choose A Level Photography?

The skills that you will develop in photography will be varied. You will learn how to compose images successfully and be creative within the digital darkroom. You will investigate, research, analyse and evaluate your work and the work of others. The course will allow you to develop your skills, imagination and creativity so you can produce your own personal responses.

This course will be based on the use of digital technology. Students will use software in the development of image manipulation. A range of source material will be used in the development of ideas.

During the course there will be a number of visits to places of interest when appropriate (recording and research).



## Recommended equipment

You will require sketchbooks, general art materials and a folder to enable you to work at home. The cost will be £15 - £20. Students must have access to a camera that has full manual control, and a printer.

## Employment opportunities

Careers in the field include; advertising, photography, marketing, design, architecture, publishing and many others.

## Structure of the course

AS	A2
<p>One coursework unit and one externally set assignment</p> <p><b>6PY01 :</b> In this coursework unit, students will generate practical work, ideas and research from primary and contextual sources. They will experiment with media and processes, and develop and refine their ideas.</p> <p><b>6PY02:</b> The paper consists of one broad-based thematic starting point. The unit is student led with appropriate guidance during the preparatory period, encouraging independence in the development of ideas, intentions and outcomes.</p>	<p>One coursework unit and one externally set assignment</p> <p><b>6PY03:</b> This unit incorporates two linked elements, each with separate final outcomes: Practical work and Personal study. The investigation and development for both the Practical work and Personal study will be shown through supporting studies. Students submit supporting studies, a linked personal study of 1000-3000 words and practical outcome(s) based on themes and starting matter developed from personal starting points.</p> <p><b>6PY04:</b> The paper consists of one broad-based thematic starting point. The unit is student led with appropriate guidance during the preparatory period, encouraging independence in the development of ideas, intentions and outcomes. The standard of work expected is higher than for 6PY02 (AS).</p>



## Why choose A level Biology?

A level Biology will give students essential information and understanding on key biological concepts, inspiring students to apply their knowledge and understanding of how biology works in the world at large, as well as in the lab. Students will also consider the moral, social, and cultural issues surrounding some of the applications of biology.

An emphasis on the development of communication and study skills will help prepare students for involvement in everyday scientific issues.

Biology encourages practical thinking and complements many other scientific subjects such as Chemistry, Physics and Psychology as well as subjects like English, ICT, Geography, PE and Technology. Biology is therefore a good link between Science and Art subjects; so if you are looking to keep your options open, then Biology fits with most disciplines.

It is well known that A level Biology is a challenging one but if you achieve a grade in this A level, academics and employers alike will recognise that you have attained a very high level of academic knowledge and have been able to demonstrate the ability to apply knowledge to complex situations.



## Recommended text:

AS OCR Biology 1

A2 OCR Biology 2

These texts cost about £18 each and contain a useful CD Rom which is an excellent aid to independent study.

## Further education and employment:

Many careers require biology, eg. veterinary work, agriculture, food technology, health and social care.

Biology is a subject that is highly valued by prospective employers; it will open the door to an extremely wide range of further educational opportunities.

## Structure of the course

AS	A2
Unit 1: Cells, Exchange, Transport - 1hr written paper (30%)	Unit 1: Communication, Homeostasis + Energy - 1hr paper (15%)
Unit 2: Molecules, Biodiversity, Food and Health - 2hr paper- (50%)	Unit 2: Control, Genomes + Environment - 2hr paper (25%)
Unit 3: Practical skills- 3 tasks completed in class - (20%)	Unit 3: Practical skills - 3 tasks completed in class - (10%)
Contributes to 50% of A2 grade	

**Faculty: BITE**

**Head of Subject: Mr Kavanagh**

## Why choose A level Business?

A career in business can take you in so many exciting directions. Whether it's a high flying corporate role you're after, or your own successful small enterprise, an advanced knowledge of business principles is the place to start. An A Level in Business Studies shows the world that you're serious about your career path, and have the confidence you need to plan and manage a successful business. As the commercial world becomes more and more competitive, employers are looking for people who understand the principles of business, and can show commitment to a career in the field.

In this A Level Business Studies course, you'll learn those principles and show that you're the right person for the job. You'll go beyond the basics, looking at the importance of a business plan and the strategies that you can put in place to maximise the chances of success. Effective financial planning is a priority in business, and you'll discover ways to calculate, estimate and review costs, set budgets and assess future financial needs.



You'll then learn the principles of sound business management, including marketing, personnel management, operations and finances. With an eye on the current business environment, you'll learn how change affects business, and develop techniques for setting and achieving corporate objectives.

## Recommended text:

AQA AS/A-level Business Studies; approximate cost is £25.50

## Further education and employment:

**Potential careers:** *Management consultant, Systems analyst, Chartered accountant, Insurance, Logistics, Marketing, Human Resources manager, Advertising, Retail merchandising, Banker and Self-employment.*

## Structure of the course

AS Course	A-level course
<b>Two exam papers that cover the following;</b> <ul style="list-style-type: none"> <li>What is business?</li> <li>Managers, leadership and decision making</li> <li>Decision making to improve marketing performance</li> <li>Decision making to improve operational performance</li> <li>Decision making to improve financial performance</li> <li>Decision making to improve human resource performance</li> </ul>	<b>All of the As content as well as the following;</b> <ul style="list-style-type: none"> <li>Analysing the strategic position of a business (A-level only)</li> <li>Choosing strategic direction (A-level only)</li> <li>strategic methods: how to pursue strategies (A-level only)</li> <li>Managing strategic change (A-level only)</li> </ul>

These are subject to change. New for teaching 2015. First examination 2017.

**Faculty: Science**

**Head of Subject: Miss Joynton**

## Why choose A level Chemistry?

OCR chemistry introduces you to important chemical concepts in a fun, exciting and practical way. It also supplies you with a real world application for the processes which you can carry forward with you to university or employment.

An important part of the course is working with others as an effective team and communicating findings clearly so you can solve problems together.

A key component in chemistry is practical skills. You will be developing these over the course to make you more confident and methodical in a lab.

### Recommended text:

Students are asked to purchase their own copy of 'OCR Chemistry AS' (approximately £17). Lab coats and safety glasses are also available for students to purchase at a modest cost.

Extensive resources are available on the Moodle Virtual Learning Environment to support independent learning and revision.



**Employment opportunities:** The skills of a chemist are essential in the fields of agriculture, biochemistry, biological science, food technology, forensic science, engineering, etc. The analytical skills you will develop are also useful in other careers such as accountancy and law. Dentistry, medicine and veterinary science all require A level Chemistry.

**Further educational opportunities:** Chemistry complements Biology, Physics, Maths, Psychology, PE and Geography. It also goes well with English, Languages and IT as it helps broaden your studies.

## Structure of the course

AS	A2
<p><b>F321 Atoms, Bonds and Groups:</b> 30% of AS, assessed by 1 hour paper. The basic bits of chemistry. Electrons, bonding atoms and structure and how they all link to different reactions.</p> <p><b>F322 Chains, Energy and Resources:</b> 50% of AS, assessed by 1 hr 45 min paper Alcohols, hydrocarbons, energy and analysis. We see what makes up important resources in our world.</p> <p><b>F323 Practical Skills:</b> 20% of AS, coursework Assessment of your practical skills.</p>	<p><b>F324 Rings, Polymers and Analysis:</b> 15% of A2, assessed by 1 hour paper Plastics and acids and how we tell through experiments what they are.</p> <p><b>F325 Equilibria, Energetics and Elements:</b> 25% of A2, assessed by 1 hour 45 min. paper What affects the speed of different reactions and why.</p> <p><b>F326 Practical Skills:</b> 10% of A2, coursework Assessment of your practical skills.</p>

These are subject to change. New for teaching 2015. First examination 2017.

# Design & Technology: Product Design-3D Design

**Faculty: Design & Technology**

**Head of Subject: Mrs R Golding**

## Why choose A level Product Design?

This specification is designed to encourage candidates to:

- Develop a broad view of design and technology.
- Develop their capacity to design and make products.
- Appreciate the complex relations between design, materials, manufacture and marketing.



## Aims of the course:

The aims of the course are to provide the opportunity to develop designing, modelling and making skills and to encourage imagination, innovation and flair; to use graphic techniques and ICT including CAD, to generate, develop, model and communicate design ideas and also to promote the use of CAM in single item production and in batch or volume production.

The course will develop an understanding of the needs and values of a range of users, including spiritual, moral, social, and cultural considerations and to consider how present and past designers can influence the development of design thinking. The course will consider the uses and effects of new technologies and modern materials on product design and manufacture. It is a course which stimulates creativity and innovation.

## Recommended text:

- D&T Product Design (3-D Design) A Level Student's Book – Nelson Thornes
- AQA Product Design - Brian Russell
- Resistant Materials – Collins – Colin Chapman
- Classics of Design
- The Crash Course in Design
- Advanced Manufacturing in D&T – Heinemann

## Further education and employment:

**Potential careers:** This qualification would suit people who want to pursue a career in Architecture, Engineering, Graphic Design, Product Design, 3D Design, Furniture Design, Interior Design, Garden Design, Web Page Design, Computer Aided Product Design, and any other creative profession.

## Structure of the course

AS	A2
<ul style="list-style-type: none"> <li>• Unit 1 – Two hour written paper on Materials and Components (50% of AS)</li> <li>• Unit 2 – 50 hours Coursework – “Learning Through Designing and Making” (50% Of AS)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3 – Two hour written paper on Design and Manufacture – (25% of A Level)</li> <li>• Unit 4 – 60 hours Coursework – “Designing and Making Practice” – (25% of A Level)</li> </ul>



**Faculty: English**

**Head of Subject: Mrs Newman**

## Why choose A level English Literature?

Students will become critically engaged with a wide range of texts spanning across different historical periods from every genre including Drama, Prose and Poetry. Students will become adept at critical analysis involving deep analysis of the historical context and its impact on the production of the texts. Students will become skilled at writing high quality textual analyses which show appreciation of the writer's craft and the impact of language on meaning making whilst exploring timeless ideas such as war & peace, love & hate, revenge, prejudice and social inequality.

The course will provide the following skills:

- Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
- Analyse ways in which meanings are shaped in literary texts.
- Demonstrate understanding of the significance and influence of the contexts in which Literary texts are written and received.
- Explore connections across literary texts.
- The ability to investigate texts through critical analysis.
- The ability to read with more awareness and insight.



## Recommended texts:

**Students study one of the following Shakespeare plays:**

- *Othello*
- *The Taming of the Shrew*
- *Measure for Measure*
- *The Winter's Tale*

**Students study one of the following anthologies:**

- *AQA Anthology of Love Poetry through the Ages Pre-1900*
- *AQA Anthology of Love Poetry through the Ages Post-1900*

**Students study 2 prose texts written by:** *Charlotte and Emily Bronte, Thomas Hardy, George Elliot, Ian McEwan, E.M Forster and F. Scott Fitzgerald, Jane Austin, Jonathan Coe and L.P. Hartley.*

## Structure of the course

AS	A2
<p><b>Paper 1:</b></p> <p>Love through the Ages: Shakespeare and Poetry .</p> <p>Study of two texts: one Shakespeare play and one AQA Anthology of Love Poetry through the Ages (Pre -1900 or Post-1900) .</p> <p><b>Paper 2:</b></p> <p>Love through the Ages: Prose .</p> <p>Study of two prose texts Examination will include an unseen prose extract .</p>	<p><b>Paper 1:</b></p> <p>Love through the Ages .</p> <p>Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play.</p>

These are subject to change. New for teaching 2015. First examination 2017.

# Food Technology

**Faculty: Design & Technology**

**Head of Subject: Mrs Hawkins**

## Why choose A level Food Technology?

This course delivers the concepts and processes of Design and Technology through Food. Students will be given the opportunity to design and make food products alongside developing practical skills and gaining knowledge of food, nutrients and the food manufacturing industry.

By the end of the course, students will have developed skills in the following:

Communication; research; collaboration; presentation; organisation; time-management; independent thinking.

Students should also be able to: design and skilfully make a range of food products; confidently use equipment and tools to prepare and cook food; identify relevant sources of information and develop criteria for designs; design products taking into account the user or client needs and demands; take into account the cost of ingredients relative to their nutritional value.

## Progression

This subject provides a suitable foundation for the study of academic or vocational courses in higher education and will support careers in Food Technology, the Hospitality industry, Nutritional Science, Food Retail and Manufacture.



## Further education and employment:

You may wish to use Food Technology to support other subjects such as science, sports science, catering, nursing or care work.

## Potential careers:

*Your A Level in Food Technology will prepare you for higher education and a rewarding career as a food technologist, food designer or nutritionist. Other possible career paths include social work, teaching or medicine.*

## Structure of the course

AS	A2
<p>Unit 1 - Two hour written exam paper (50%) on:</p> <p>Nutrition; Food Additives; Dietary Planning and Current Health Issues; Food Choice and Current Trends; Food Safety and Hygiene; Food Labelling.</p> <p>Unit 2 - Coursework Portfolio (50%). Students will design and make high level food products to their own brief.</p> <p>Unit 3 - Coursework projects in which</p>	<p>Unit 3 - Two hour written exam paper (50%) on:</p> <p>The Structure of Foods and Working Characteristics; Food Science; Stages of new Product Development; Marketing; Health and Safety; The Influence of Design and Technology on Society; Preservation Methods; Legislation.</p> <p>Unit 4 - Coursework Project (50%). Students will design and make high level food products to their own brief, within a commercial context.</p>

**Requirements:** Science GCSE Grade B or Food Technology GCSE Grade B and an interest in food and cooking!

## Why choose A level French?

This course is suitable for those who have an interest in languages and the cultures of other countries, and a willingness to communicate and discuss your ideas and opinions.

Throughout the course you will:

- Be encouraged to discuss and debate your ideas on topical subjects such as relationships or racism.
- Develop your study skills (research, planning, essay writing).
- Develop communication skills which are vital when applying for a job.
- Learn many new things about different cultures.
- Develop critical insights into and contact with, the contemporary society, cultural background and heritage of countries or communities where French is spoken.
- Students will have the opportunity to participate in a residential trip to Paris.

Students in A-level French have access to a wide range of career and higher education opportunities. You will learn and use a variety of

## Structure of the course



transferable skills during the course. A level French combines well with other AS and A level subjects for a range of university courses, such as Law, Business, IT, English.

Elan for AS and A2 level.

Education/Teaching; Travel, Transport and Tourism; Law; Hotel, Catering and Leisure Management; Commerce, Finance and Industry; Journalism/ Media.

Law; Business; Politics.

AS	A2
<ul style="list-style-type: none"> <li>Media: TV, advertising and communication technology</li> <li>Popular culture: cinema, music and fashion/trends</li> <li>Healthy living/lifestyle: sport/exercise, health and well-being and holidays</li> <li>Family/relationships: relationships within the family, friendships and marriage/partnerships.</li> </ul> <p><b>Assessments</b></p> <p>Unit 1 - Listening, Reading and Writing (70%) (2 hour paper)</p> <p>Unit 2 - Speaking (30%) (15 minute test)</p>	<ul style="list-style-type: none"> <li>Environment: pollution, energy and protecting the planet</li> <li>The multi-cultural society: immigration, integration and racism</li> <li>Contemporary social issues: wealth and poverty, law and order and the impact of scientific and technological progress</li> <li>Two cultural topics</li> </ul> <p>Unit 3 - Listening, Reading and Writing (70%) (2 hour paper)</p> <p>Unit 4 - Speaking (30%) (15 minute test)</p>

# Geography

**Faculty: Humanities**

**Head of Subject: Mr Wooller**

## Why choose A level Geography?

This course is suitable for those who are fascinated by the way in which our planet operates as a system. Physical and human patterns and processes help shape our lives and environments, and students with a willingness to explore them would benefit from A Level Geography.

Throughout the course you will:

- Study the physical processes that shape our lives.
- Study the human processes that shape our lives.
- Gain a broad understanding of different environments and how human activity can affect them.
- Place these studies into local, regional, national and global scales and consequences.
- Gain confidence through developing independent learning skills.
- Develop key skills that are highly valued by employers and universities, eg. problem-solving, decision-making, presentation skills.
- Follow a programme of study that enables progression to both higher education and employment.



## Progression:

Students undertaking AS/A2 Geography have access to an extremely wide range of career and higher education opportunities. It is the subject that bridges the gap between the Arts and the Sciences therefore combining with a host of subjects ranging from Psychology and English to Biology and PE.

## Recommended texts:

AQA AS Geography by Amanda Barker, David Redfern and Malcolm Skinner,  
ISBN 978-0340946114

## Structure of the course

AS	A2
<p>Unit 1: Physical and Human Geography</p> <p>Rivers, floods and management</p> <p>Global population change</p> <p>Coastal environments</p> <p>Health issues</p> <p>Unit 2: Applied Geography</p> <p>Basic, investigative, ICT, graphical, cartographical and statistical skills</p> <p>Research skills and the assessment of AS fieldwork</p>	<p>Unit 3: Contemporary Geographical Issues</p> <p>Plate tectonics and associated hazards</p> <p>Weather and climate and associated hazards</p> <p>Contemporary conflicts and challenges</p> <p>Unit 4: Geographical Fieldwork Investigation</p>



## Faculty: Humanities

## Head of Subject: Mrs Scatley

### Why choose A level History?

The most important reasons to choose History are because you enjoy the subject, you find it fun and interesting and it is something that you want to do. It can also be challenging, but if you are in doubt and want some more guidance here are some other reasons to consider for taking this noble subject:

### Does History have any value in the 'real world' and what can History do for me?

History can help you with many skills including:

- Researching information on a given task.
- Analysing information and rating its strengths and weaknesses.
- Weighing up information carefully before coming to a considered conclusion.
- The ability to use a broader thinking approach that considers all sides of an issue.
- Writing formally, clearly, without straying off topic - crucial for any document produced for the workplace.
- Presenting a case orally and having that case challenged - crucial for any university or job interview.



### Structure of the course

A Level History OCR History A (H505)			
Unit 1:	<b>British period study and enquiry.</b> The Early Tudors—Mid Tudor Crises. Y106. 25% of total A Level.	Unit 3:	<b>Thematic Study and Historical Interpretations.</b> The Renaissance 1400-1600. Y305.
Unit 2:	<b>Non-British period study.</b> Democracy and Dictatorships in Germany Y221.	<b>Non exam assessment.</b> 3000-4000 word essay. Y100/63/04.	

These are subject to change. New for teaching 2015. First examination 2017.

### What jobs or courses can studying History get me?

History is a multi-skilled subject that has many transferable skills useful for any job in the future. Jobs requiring research and analysis to generate an informed judgement (which constitutes all the top jobs you can think of) can benefit from the study of history.

But there are some jobs that studying history is extremely helpful for:

- **Gordon Brown a former British Prime Minister** - has PhD in History from the University of Edinburgh.
- **Michael White, Assistant Editor of the Guardian** - studied History at UCL.
- **Anita Roddick, founder of the Body shop** - studied History at Bath University.
- **Sacha Baron Cohen, creator of Ali G, Borat and Bruno** - studied History at Oxford.

### Final thoughts - is History for me?

- Are you prepared to investigate and find things out for yourself?
- Do you like to form your own opinions and do you often debate with your friends about things?
- Will you stand up for your opinions if you have enough evidence to back them up?
- Are you prepared to challenge yourself to work hard, progress into an independent learner and earn a top grade in a top subject?

If the answer to these questions is YES then you should indeed **CHOOSE HISTORY!**



## Mathematics

**Faculty: Mathematics**

**Head of Subject: Mrs Douglas**

### Why choose A level Mathematics?

Mathematics is a stimulating and rewarding subject.

At Holmer Green Senior School we aim to consolidate the students' understanding of mathematics and develop their confidence to tackle higher level problems.

The course will also aim to develop students' ability to reason mathematically and give them a firm foundation for further study in a wide range of subjects that include sciences, engineering, statistics, business, computing, economics, accountancy and teaching.

The course is a mixture of theoretical and applied mathematics, building on skills acquired at GCSE. While students are encouraged to develop their general problem-solving skills, there is particular emphasis on algebra and a variety of statistical techniques.

In Year 13 the Algebra continues and the study of Statistics becomes the applied maths component.

The minimum entry requirement is GCSE Maths Grade A.



### Subject specific skills gained by the end of the course:

- To solve problems using mathematical arguments and logic.
- To learn the importance of proof in mathematics.
- To use ICT appropriately.
- To simplify real-life situations so that you can use maths to show what is happening or make predictions.
- To learn Statistical techniques.

### Recommended text:

Students will be supplied with the relevant books for each module (publishers vary).

### Employment opportunities:

Mathematics complements many subject combinations and is a requirement for a number of careers. It is a highly sought-after and marketable qualification, recognised by employers and academic institutes.

### Structure of the course

AS	A2
<p>Core Maths 1 (C1) Algebraic techniques, 2-D Geometry, Graph Sketching, Sequences and an Introduction to Calculus.</p> <p>Core Maths 2 (C2) Trigonometry, Logs and Exponentials, Binomial Expansion and Geometrics Sequences and Series.</p> <p>Statistics 1 (S1) Presentation and Analysis of Data, Probability, including Discrete Random Variables, Normal Distributions</p>	<p>Core Maths 3 (C3) Functions, Numerical Methods, Differentiation, Proofs and Further Trigonometry.</p> <p>Core Maths 4 (C4) Vectors, Advanced Trigonometry, Algebra and Calculus.</p> <p>Statistics 2 (S2) Further probability of significance testing.</p>

# Media Studies

**Faculty: English**

**Head of Subject: Miss Di Ponio**

## Why choose A level Media Studies?

Students will be able to enhance their enjoyment and appreciation of the media and its role in their daily lives. They will also develop critical understanding of the media through engagement with media products and concepts. Throughout the course students will explore production processes and technologies. Students will become independent in research skills and their application in their production work and in developing their own views and interpretations.

## Subject specific skills gained by the end of the course:

At its core, Media Studies is about communication and the course is designed to:

- develop the skills of an independent and enquiring student through analysis and creativity.
- By applying key concepts such as **representation**, **audience theory** and **textual analysis** students will learn to develop a critical approach to the media.
- Students will be offered the opportunity to explore all aspects of today's media: newspapers, magazines, TV, film, radio, advertising and the internet.
- At A2 in particular, students are given the opportunity to research a topic which will then form the basis for their production, thus encouraging them to create productions informed by an awareness of contemporary media issues.



## Recommended text:

**'Exploring the Media' 2nd Edition** Edited by Barbara Connell  
ISBN: 9781906733476

## Employment opportunities:

The UK's media industry is exciting and competitive. This A level will help students to explore their interests in the Media world and perhaps prepare them for a career in film and television, advertising or public relations, print and broadcast journalism or digital media.

## Further educational opportunities:

The skills developed in Media Studies prepare students for a variety of careers and further education.

It is important to note that this course is not a vocational one and will not automatically result in a job in the media. It will certainly enable students to go on to degree courses in media related subjects at university.

## Structure of the course

AS	A2
<b>MS 1: External Assessment: Written Paper (2½ hours) 25%</b> <ul style="list-style-type: none"><li>• <b>Question 1</b> requires an <b>analysis</b> of an audio/visual or print-based extract (40).</li><li>• <b>Questions 2 and 3</b> will be based on representation and audience issues (30 and 30).</li></ul> <b>MS 2: Internal Assessment 25%</b> <ul style="list-style-type: none"><li>• Pre-production: 20 marks</li><li>• Production: 40 marks</li><li>• Report (1200-1600 words): 40 marks</li></ul>	<b>MS 3: Internal Assessment 25%</b> <p>Candidates are required to submit:</p> <ul style="list-style-type: none"><li>• a <b>research investigation</b> (1400 – 1800 words): 45 marks</li><li>• a <b>production</b> (informed by the investigation): 45 marks</li><li>• a brief <b>evaluation</b> (500 – 750 words):</li></ul> <b>MS 4: External Assessment: Written Paper (2½ hours) Assessment 25%</b>

# Physics (Reformed September 2015)

**Faculty: Science**

**Head of Subject: Mr Dowthwaite**

## Why choose A level Physics?

The aims of the course are to encourage students to develop essential knowledge and understanding in physics and appreciate how physics has developed and is used in present day society. In addition to this students will be shown the importance of physics as a human endeavour which interacts with social, philosophical, economic and industrial matters.

## Recommended text:

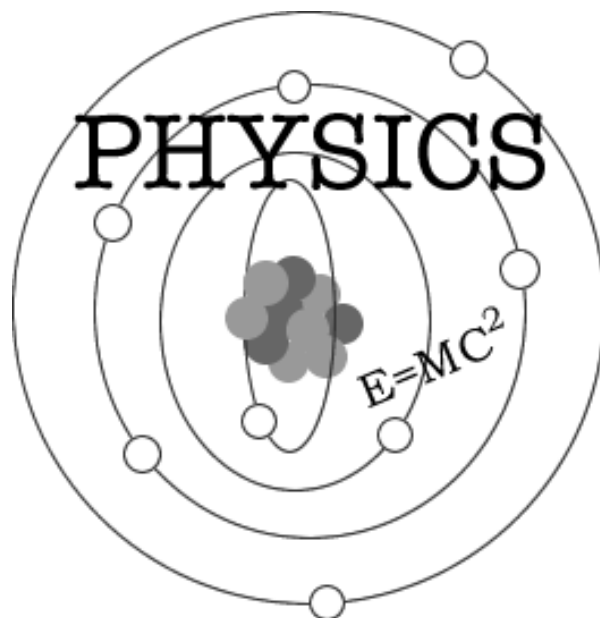
Students are issued with the recommended text books for each of the above named units. Revision guides and past papers will also be available for students use.

The AS/Advanced GCE in Physics offers a range of opportunities for students to develop their skills in the following areas: application of number, communication information, communication technology, improving own learning and performance, working with others and problem solving.

AQA Physics A - AS Physics, £18.00  
 AQA Physics A - A2 Physics, £18.00  
 AQA AS Physics Revision Guide, £4.99  
 AQA A2 Physics Revision Guide, £4.99

## Structure of the course:

AS	A2
Students establish an understanding of 'Mechanics, Materials and Waves' in the first unit; a further unit is studied involving the study of 'Particles, Quantum Phenomena and Electricity'. These units and a 'Practical Skills Assessment' provide an AS grade at the end of Year 12.	In Year 13 students study units in 'Fields and Further Mechanics', 'Nuclear, Thermal and Astrophysics' and another 'Practical Skills Assessment'.



## Further educational and employment opportunities:

Advanced GCE Physics is a recognised entry qualification for a wide range of higher education. The course is a sound preparation for a wide range of employment in the science sector through engineering to medicine. Possible areas include: Engineering, Electronics, Space Science, Telecommunications, Computing, Accountancy, Biotechnology and Radiography.

## Faculty: Social Sciences

## Head of Subject: Miss Ramchandani

### Why choose A level Psychology?

Psychology is the study of the human mind. Students will explore theories that seek to explain human behaviour and evaluate research that has been carried out by psychologists to support their assumptions.

The syllabus encompasses topics as diverse as eyewitness testimony, cultural variations in attachment, stress management and explanations of obedience. Additionally students will learn how to carry out research, consider ethical implications and analyse data.

The course includes topics in psychology, psychopathology, psychology in action and research methods.

During the course you will learn to develop subject specific skills such as:

- Descriptive and evaluative skills.
- Application and analysis of descriptive and inferential statistics.
- Familiarity with a range of models and assumptions that underpin this subject.
- Knowledge of key studies and a sensitivity towards cultural relativism.

### Recommended texts:

- Psychology AS, Cardwell & Flanagan Fourth Edition.
- Psychology A2, Cardwell and Flanagan Fourth Edition.

### Structure of the course

#### AS Structure

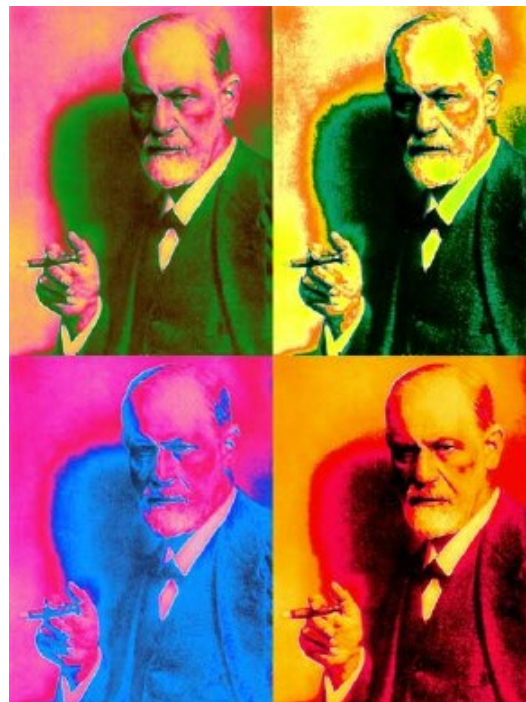
**Unit 1:** Cognitive Psychology, Development Psychology and Research Methods. The written paper lasts 1 hour 30 minutes and makes up 50% of the total AS marks. Questions include short answer stimulus material and one 12-mark question requiring extended writing.

**Unit 2:** Biological Psychology, Social Psychology and Individual Differences. The written paper lasts 1 hour 30 minutes and makes up 50% of the total AS marks or 25% of the total A level marks. The examination format is identical to that of Unit 1.

#### A2 Structure

**Unit 3:** Eating, Behaviour, Gender and Intelligence and Learning. The written paper lasts 1 hour and 30 minutes and makes up 50% of A2 level marks. One long answer question per topic (total of 3). Each question will be worth 24 marks.

**Unit 4:** Schizophrenia, Media Psychology and Psychological Research and Scientific Method. The written paper lasts 2 hours and makes up 50% of A2 level marks. One long answer question per topic (total of 3). Questions will be worth 24 marks except the last one.



### Employment opportunities:

Qualified psychologists work in education, personnel, the police, the prison service, health and the media.

### Further Education opportunities:

Psychology is accepted at universities as either a science-based or arts-based subject. It complements many courses including English, Biology, Philosophy, Sports-Science, Communication Studies and History.



# Sociology

(Reformed September 2015)

**Faculty: Social Sciences**

**Head of Subject: Ms Patterson**

## Why choose A level Sociology?

Sociology is the study of societies and other social institutions, their effects on people and how people operate within them.

Students will explore two core themes:

- Socialisation (the process by which a child becomes integrated into society by adopting its norms and values), culture and identity.
- Social differentiation (illustrated by the study of gender, class, ethnicity and age), power and stratification.

These themes will be applied to particular areas of sociology such as families and households, wealth, poverty and welfare, education and health.

The course includes beliefs in society, crime and deviance alongside methods of sociological enquiry. During the course you will:

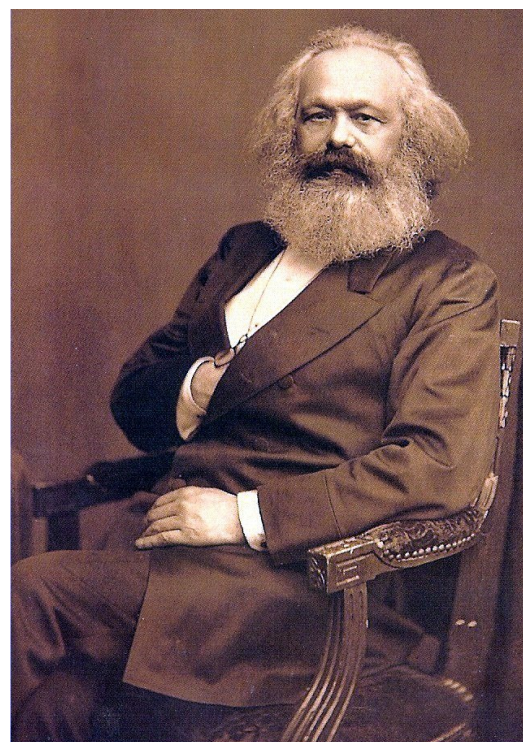
- Acquire knowledge and a critical understanding of contemporary social processes and social changes.
- Appreciate the significance of theoretical and conceptual issues in sociological debate.
- Understand and evaluate sociological methodology and a range of research methods.

## Recommended text:

AS Level Sociology: AQA Sociology - A.S. Collins—3rd Edition.

## Structure of the course

AS Structure	
<p><b>Unit 1:</b> Culture and Identity; Families and Households; Wealth, Poverty and Welfare. The written paper lasts 1 hour and makes up 40% of the total AS marks. 20% of A Level. Candidates choose one topic from three and answer five questions.</p> <p><b>Unit 2:</b> Education with Research Methods; Health with Research Methods. The written paper lasts 2 hours and makes up 60% of the total AS marks and 30% of A level. Candidates choose one topic (Education or Health) and answer four questions on the chosen topic, one question on sociological research methods in context and four questions on research methods.</p>	<p><b>Unit 3:</b> SCLY3. Beliefs in Society; Global Development; Mass Media; Power and Politics. 20% of A Level, 1 hour 30 minutes. Candidates choose one topic from four and answer two compulsory questions and one question from a choice of two.</p> <p><b>Unit 4:</b> SCLY4. Crime and Deviance with Theory and Methods; Stratification and Differentiation with Theory and methods. 30% A Level. Candidates choose one topic from two and answer two questions on the chosen topic, one question on Sociological research methods in context and one question on theory and methods.</p>



## Employment opportunities:

Material studied is useful for students intending to pursue careers in the field of Social Sciences.

## Further Education opportunities:

Sociology is accepted at universities as a social science. It complements many courses including English, Psychology, Communication Studies and Geography.

# Spanish

**Faculty: Modern Foreign Languages**

**Head of Subject: Miss Maguire**

## Why choose A level Spanish?

The course aims to develop knowledge of the language, language skills and appreciation of cultural aspects of Spain and countries where the language is used.

Students should be prepared to study in depth aspects of the society, culture and communities of Spain and Spanish speaking countries.

Students will be given the chance to go to Spain on a residential trip.

## Progression:

AS and A-Level Spanish combine well with other subjects and develop the skills needed to use the target language to present points of view and develop arguments in speech and writing. Taking an A-Level in a foreign language is no longer restricted to people who want to go on to university to study languages, other arts subjects, or who want a career purely in languages.

Many other courses, such as Leisure and Tourism, may encourage or require students to continue studying a second language. Having a knowledge of a foreign country and its culture will enable you to communicate effectively, which is a skill many employers value.

They do not just want specialist linguists but also need people with skills such as engineering and science or advertising and administration who can also speak a foreign language. You don't have to be fluent in a language – there is room for all levels of ability of all types of work.

## Structure of the course

Students will follow the AQA Spanish AS and A-Level course. A summary of the assessment scheme is shown below:

AS	A2
Unit 1 -Listening, Reading and Writing 1 (written exam)	Unit 3 Listening, Reading and Writing (written exam)
Unit 2 - Speaking (speaking exam); AS	Unit 4 - Speaking (speaking exam); A2



## Recommended text:

Nelson Thornes AQA A5 and A2.

## Employment opportunities:

Education/Teaching; Travel, Transport and Tourism; Law; Hotel, Catering and Leisure Management; Commerce, Finance and Industry; Journalism/The Media.

## Further education opportunities:

Law; Business; Politics.

# BTEC Level 3 Subsidiary Diploma in Applied Science

**Faculty: Science**

**Head of Subject: Miss Joynson**

## Why choose a Subsidiary Diploma in Applied Science?

BTEC Nationals are QCF Level 3 qualifications designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment.

The course is suitable for anyone who is planning to enter work directly or wishes to proceed to Higher Education. After completing the course, students can pursue careers in areas such as hospital laboratory work, food science, scientific research, and health related professions.

The two year course is a nationally recognised qualification equivalent to 1 A\* - E grade at A Level. The teaching for the course will involve a mixture of lecturing, practical work, personal research, group research, discussion, and visits to local businesses. The course consists of an even mix of biology, chemistry, and physics topics. In the first year of study students will complete three mandatory units. Edexcel BTEC Level 3 Certificate in Applied Science can be gained at the end of the year pending their successful completion. In the second year students will go on to complete a further three optional units, successful completion of which will result in achievement of Edexcel BTEC Level 3 Subsidiary Diploma in Applied Science.

## What are the entry requirements?

Two Grade Cs in GCSE Science or Merit at BTEC First Extended Certificate or Diploma.

## Structure of the course

Year 1	Year 2
<b>Mandatory Units</b> <ul style="list-style-type: none"> <li>Fundamentals of Science</li> <li>Working in the Science Industry</li> <li>Scientific Practical Techniques</li> </ul>	<b>Optional Units Include</b> <ul style="list-style-type: none"> <li>Criminal Psychology</li> <li>Chemical laboratory Techniques</li> <li>Criminology</li> <li>Forensic Photography</li> <li>Forensic Evidence Collection and Analysis</li> </ul>

## How will I be assessed?

BTEC National qualifications are assessed 100% internally in the form of assignments that students complete and use to form a portfolio of their work. There are no exams to be completed. There are three levels that can be awarded upon successful completion of the Edexcel BTEC Level 3 Subsidiary Diploma in Applied Science as described below.

Level awarded	Number of UCAS points	GCE A level equivalent (based on UCAS points)
Pass	40	Grade E
Merit	80	Grade C
Distinction	120	Grade A

## Further education and employment:

BTEC Applied Science gives students a good grounding to go straight on into Laboratory based employment such as Lab Technicians, or to advance into further study, and is particularly suitable for progression onto vocational, science based degree programmes such as Nursing or Applied Science. Equally the BTEC Subsidiary Diploma is suitable for progression onto a range of higher education programmes when combined with other A levels or equivalent.

# BTEC Level 3 Subsidiary Diploma in IT

**Faculty: BITE**

**Head of Subject: Mr Kavanagh**

## Why choose BTEC IT?

If you have a keen interest in computers and software applications and you want to know how they work and what they are used for, then BTEC Level 3 IT is the right course for you. It is a nationally recognised qualification, which will prepare you for many degrees and careers.

## What will I study?

You will study Communication and Employability Skills for IT and Computer Systems. A number of other units which may be studied include Digital Graphics, Computer Animation, Information Systems, Event Driven Programming, Website Production, Database Design, E-Commerce, Client Side Customisation of Web Pages, Controlling Systems Using IT and Developing Computer Games.

## How will I be assessed?

You will be assessed through the completion of coursework only, there are no exams. Assignments are criteria based and will be marked by your tutors. When sufficient criteria have been achieved, a Pass, Merit or Distinction will be awarded for the unit.

The unit grades are converted to points which are added up to determine your overall course grades. All units must be passed to achieve the qualification.

## Structure of the course

BTEC Course
There are mandatory units;
<ul style="list-style-type: none"><li>• Communication and Employability Skills for IT</li><li>• Computer Systems</li></ul>
The other four are selected by the subject teacher (These may be subject to change)
<ul style="list-style-type: none"><li>• Installing and Upgrading Software</li><li>• Website Production</li><li>• Procedural Programming</li><li>• Object Oriented Programming</li></ul>

## What skills and special qualifications do I need?

You need to have a keen interest in computers as the course will form the major part of your timetable. No prior knowledge is assumed but a desire to learn and absorb new information is essential. You will learn and develop a variety of skills such as programming, web design, graphics and animation. You will also develop generic skills such as working collaboratively, carrying out research, organisation and communication.

## What can I do next?

You can go on to study IT or similar subjects in Higher Education. Alternatively this qualification will provide you with a broad range of technical skills which is suitable for employment as a trainee or apprentice.



## Further education and employment:

**Potential careers:** IT technician, Software engineer, Network Manager, Analyst, Computer Repair.



# BTEC Level 3 Subsidiary Diploma in Music (Performance)

**Faculty: Expressive Arts**

**Head of Subject: Miss Baddeley**

## Why choose BTEC in Music Performance?

The main purpose of the BTEC Level 3 Subsidiary Diploma in Music Performance is to allow learners to develop the core specialist knowledge, understanding and skills essential for a successful performance. For example, learners will study music performance techniques in order to improve their own skills.

## Assessment

The course is 100% coursework. There will be written assignments and projects to support the performing, but the main assessments will be solo or group performances which are performed to an audience. A practice diary will be a useful tool for students to complete.

Grades are awarded on a Pass, Merit or Distinction basis, equivalent to a grade E, C and A at A level. Although the course is ideally for two years to obtain an A level equivalent, it is possible to complete one year of the course and gain an AS equivalent.



## Course Requirements:

GCSE Music B or above/Grade 5 equivalent on their chosen instrument.

## Further education and employment:

The BTEC Level 3 Subsidiary Diploma in Music is a highly respected route for those students who wish to move into employment in the music industry or onto further music study at university.

## Structure of the Course:

There are many units to choose from and depending on the cohort, it may be possible to undertake a unit in the second year of Musical Theatre Performance or Music in the Community.

Year 1:	Year 2:
<ul style="list-style-type: none"> <li>• Music Performance Techniques incorporating solo and ensemble performances.</li> <li>• Pop Music In Practise – researching and performing pieces from the 1950s to the present day.</li> <li>• Planning a Musical Event – researching what is involved in event management and holding an event.</li> </ul>	<ul style="list-style-type: none"> <li>• Working as a Musical Ensemble.</li> <li>• Solo Music Performance Skills.</li> <li>• The Music Project - a larger event than in year one.</li> </ul>

# BTEC Level 3 Subsidiary Diploma in Performing Arts

*Faculty: Expressive Arts*  
*Head of Subject: Miss Lidbury*

## Why choose a Subsidiary Diploma in Performing Arts?

If you like acting and want to develop communication skills, then this may be the course for you.

BTEC qualifications have laid the foundations for student success for over twenty five years. They are high quality vocational qualifications that blend the needs of the classroom with those of the working world giving students a greater choice for their future.

A BTEC Subsidiary Diploma is a practical work related course studied over two years. You will form a Theatre Group and complete projects and assignments that are based on realistic workplace situations, activities and demands. You focus on a particular subject area and develop a range of specialist skills and knowledge. Examples of activities are: performing within local primary schools in the community, participating in Trestle Workshops, Theatre visits, Pineapple Dance Trip visits.

As a Theatre group you will have the opportunity to perform on a termly basis to a variety of audiences. You will gain experience in film making, sound editing, programme design and advertising.

It is broadly equivalent to **one A level** and is valued by employers and most universities. This means when you have finished the course you can use it alongside other qualifications to go into higher education or, indeed, to secure a job.

### Structure of the course:

2 year course

**You have one mandatory unit:**  
Performing to an audience

You also choose four optional units from a wide list.  
For example:

- Devising Plays
- Theatre for Children
- Musical Theatre Performance
- Performing with Masks
- Principle of Acting
- Acting Auditions
- Applying Acting Styles

- Dance Performance
- Choreographing Dance
- Developing Contemporary Dance Techniques
- Jazz Dance
- Tap Dance amongst others.



This course will run in combination with the Diploma in Performing Arts which will enable students to study a greater number of units and is equivalent to two A levels

### Further education and employment opportunities:

Theatre, Entertainment, Performance Support, Workshop Leadership and Support, Public Relations.

If you decide to go to university or college, and you have other qualifications, you could take a degree or a BTEC Higher National including: Drama, Theatre Studies, Communication, Media and English.

# BTEC Level 3 Diploma in Performing Arts

**Faculty: Expressive Arts**

**Head of Subject: Miss Lidbury**

## Why choose a Diploma in Performing Arts?

The course consists mainly of practical assignments that will eventually lead to the BTEC Level 3 Diploma in Performing Arts. It is broadly equivalent to **two A** levels and is valued by most universities and employers alike. It is delivered at HGSS as an extension to the Subsidiary Diploma.

The opportunities, activities and projects suggested in the subsidiary diploma will be offered. However, since the Diploma is worth 2 A levels, students will have a total of 16 hours of learning per fortnight. These additional hours will allow students to complete tasks and activities in the units suggested below.

## Progression

You may go on to study at higher vocational or degree level. This qualification can also lead to a career in any of the performing arts



avenues such as Theatre, Entertainment, Performance Support, Workshop Leadership and Support or Public Relations.

If you decide to go to university or college, and you have other qualifications, you could take a degree or a BTEC Higher National including: Drama, Theatre Studies, Communication, Media and English.

## Further education and employment opportunities:

Theatre, Entertainment, Performance Support, Workshop Leadership and Support, Public Relations, sales, media, teaching.

## Structure of the course

### 2 year course

Learning takes place by completing projects and assignments that are based on realistic workplace situations, activities and demands. You focus on a particular subject area and develop a range of specialist skills and knowledge.

This course consists of three mandatory units:

Performance workshop, Performing to an audience and Performing Arts business.

You will then chose six other units such as:

- Rehearsing for performance
- Devising plays
- Theatre in education

- Musical theatre
- Theatre performance
- Performing with masks
- Contemporary Theatre performance
- Film and TV Acting
- Urban Dance
- Developing contemporary dance technique
- Dance performance
- Choreography dance

# BTEC Level 3 Subsidiary Diploma in Sport

*Faculty: Expressive Arts*

*Head of Subject: Mr Ellis*



## Why choose BTEC in Sport?

The BTEC Level 3 Subsidiary Diploma in Sport is designed to develop the key knowledge, understanding and practical skills essential within the sports industry. The course incorporates a variety of both practical and theory teaching methods to enhance your learning and understanding.

## Assessment

The style of assessment is a real strength of the course, being 100% coursework, allowing students to achieve their full potential. There are a diverse range of assessment methods used including;

- ⇒Written assignments
- ⇒Group work
- ⇒Laboratory reports
- ⇒Presentations
- ⇒Practical tests

Grades are awarded on a Pass, Merit or Distinction basis, equivalent to an E, C and A at A level, respectively. This course is for two years and equivalent to **one A level**, with a distinction grade achieving a maximum 120 UCAS points.

## Recommended text

Edexcel BTEC Level 3 National Sport: Book 1 – approximate cost £25.

## Further education and employment:

**Potential careers:** This course prepares students for working in the sports industry, such as sports coaching, teaching, sports therapy, sports development, fitness instructing or the leisure industry, as well as providing a natural progression to sports degrees at university.

## Structure of the course

Year 1	Year 2
<ul style="list-style-type: none"><li>Unit 1: Principles of Anatomy and Physiology in Sport (5 credits)</li><li>Unit 2: The Physiology of Fitness (5 credits)</li><li>Unit 3: Assessing Risk in Sport (10 credits)</li><li>Unit 17: Psychology for Sports Performance (10 credits)</li></ul> <p><b>Year 1 – Total 30 Credits</b></p>	<ul style="list-style-type: none"><li>Unit 8: Practical Team Sports (10 credits) <b>OR</b></li><li>Unit 9: Practical Individual Sports (10 credits)</li><li>Unit 7: Fitness Testing for Sport and Exercise (10 credits)</li><li>Unit 11: Sports Nutrition (10 credits)</li></ul> <p><b>Year 2 – Total 30 Credits</b></p>



## BTEC Level 3 Subsidiary Diploma in Travel and Tourism

**Faculty: BITE**

**Head of Subject: Mr Kavanagh**

### Why choose BTEC level 3 Travel and Tourism?

The Travel and Tourism sector is growing at a massive pace which has led to the huge demand for a flexibly skilled workforce. Gaps in customer service, destination Geography, knowledge of working with children and business skills have been identified by employers.

This course provides an introduction into this sector for those interested in the course or those who wish to pursue a career in one of its many connected industries including retail travel, visitor attractions, accommodation, transport and tour operations.

### Requirements for the course are:

- 4 x A\* - C grades at GCSE
- 2 x other level 2 qualifications (BTEC level 2
- Appropriate skills in literacy and numeracy (GCSE grade C is not required)

The course is 100% coursework based, continually assessed across the 2 years of study. Students are required to achieve 60 credits – the first 40 credits are mandatory and the last 20 have been chosen by us as the most appropriate for this school.

### Structure of the course

2 year course	
<p>The four mandatory topics are:-</p> <p>Investigating the Travel and Tourism sector – looking into the business and organisation of travel and tourism operators and investigating trends and fashions within this business.</p> <p>The Business of Travel and Tourism – Understanding the differences between organisations and the competition between them, analyses travel and tourism enterprise within financial constraints.</p> <p>The UK as a Destination – locating UK gateways, tourist destinations and geographical features, understand the features and facilities of tourist destinations identify particular reference points to act as case studies.</p>	<p>Customer service in Travel and Tourism – understand the importance of customer service and identify the skills necessary to work within this field.</p> <p>The Two chosen topics:-</p> <p>European Destinations – identifying destinations within Europe, looking at features and facilities of these destinations.</p> <p>Retail travel operations – Looking at the Retail travel environment and operational practices. There will be a focus on how to gain a competitive advantage.</p>



### Essential Reading:

**Title:** Level 3 BTEC National Travel and Tourism

**Author:** Gillian Dale

**ISBN:** 9781846907272

### Potential career paths/jobs:

*Cabin crew, travel agency worker, management, town centre planning, tour operator, reservations, ticketing, retail travel and customer services.*



# The Extended Project Qualification (EPQ)

*Mrs Golding*

## Why choose the Extended Project Qualification?

The Extended Project Qualification (EPQ) provides an opportunity for students to extend their abilities beyond the A-level syllabus, stand out and prepare for university or their future career. It can also be used to earn extra UCAS points (70 or half an A Level).

The Extended Project is a Level 3 qualification which can contribute to programmes of study as a stand-alone qualification.

Learners may choose to take the Extended Project Qualification as an extension from studies for any other qualifications at Level 3 such as GCEs and BTECs.

The Extended Project will develop and extend from one or more of the learner's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the learner(s) and agreed as appropriate by the centre.

Delivery of the Extended Project Qualification will involve some teaching of the necessary skills, supervision and assessment of the learner's progress. It will involve extended autonomous work by the learner. It will require in total 120 guided learning hours.

Learners are required, under supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a specified audience
- provide evidence of all stages of project development and production for assessment.



## What are the Learning Outcomes of the Extended Project Qualification?

The learner will:

- identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain, critically select and use select information from a range of sources; analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- select and use a range of skills, including new technologies where appropriate, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- evaluate outcomes both in relation to agreed objectives and own learning and performance
- select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

Here are just some examples of possible outcomes from the skills-based individual piece of work:

- Design – a toy/vehicle/website/stage set/blueprint of an invention
- Performance – a concert/play/debate/sport
- Report with findings from an investigation – working with disadvantaged people/scientific study/geography fieldwork/business venture
- Artefact – artwork/costumes for a film or play/working model/video game/educational game
- Dissertation – critical analysis of the work of an author or film director.

## Universities value the EPQ

*“We encourage students to complete an EPQ, where possible, as we value the development of skills in independent study and research, which an EPQ can offer. ...an EPQ in the subject that is related to the course or discipline that you wish to progress into... may be taken into account by admissions tutors when making decisions between applicants of equal academic standing.”*

**University of Sheffield**

*“The University welcomes applications from students who have taken the Extended Project Qualification (EPQ). We see this as positive evidence of motivation to explore a subject in greater depth, as well as an opportunity for further development of analytical, critical thinking and independent research skills. If your results fall short of the offer level by a small margin, for example one A-level grade, your Extended Project result will be taken into account by the academic admissions selector.”* **University of Essex**

*“Qualifications taken in addition to your main exams, such as the Extended Project, will improve your application by enabling you to develop study skills that will be useful in higher education. Although we do not usually make offers based on such qualifications, we encourage applicants to take them and to note them on their application form.”*

**University of Birmingham**

*“We welcome the introduction of the Extended Project and would encourage you to undertake one as it will help you develop independent study and research skills and ease the transition from school/college to higher education. Completion of an Extended Project will not, however, be a requirement of any offer made.”* **University of Cambridge**

**Useful websites:**

[www.ocr.org.uk/extendedproject](http://www.ocr.org.uk/extendedproject)

[www.aqa.org.uk/subjects/projects/aqa-certificate/EPQ-7993](http://www.aqa.org.uk/subjects/projects/aqa-certificate/EPQ-7993)

## Assessment

Students are assessed on how they progress through the project, focusing on their ability to plan manage and evaluate their work rather than on the final outcome of the project itself.

The areas of assessment are:

- Managing a project
- Using independent research
- Developing and realising a project
- Reviewing and evaluating a project

Students are encouraged to:

- Develop and improve their own learning and performance as critical, reflective and independent students
- Develop and apply decision-making and problem-solving skills
- Extend their skills in planning, research, critical thinking, synthesis, evaluation and presentation
- Develop and apply skills creatively, demonstrating initiative and enterprise.

# Quick Reference

## General Information

### The school day

08.50—09.15	Morning Registration/Tutor Time/Assembly
09.15—10.15	Period 1
10.15—11.15	Period 2
11.15—11.35	Break
11.35—12.35	Period 3
12.35—13.35	Period 4
13.35—14.20	Lunch
14.20—15.20	Period 5

#### After school:

Clubs and revision sessions are held regularly for students.

### Key dates

Final Applications: 30 January 2015

Interviews: Week beginning 2 March 2015

External Interviews begin: 6 March 2015

Offers of Sixth Form places: 27 March 2015

Induction Day: 8 July 2015

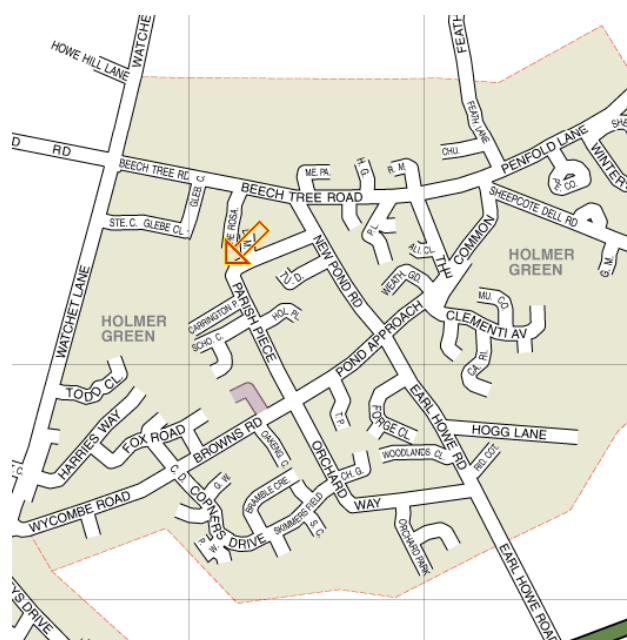
GCSE Results Day and Sixth Form

Enrolment: 20 August 2015

### How to find us

#### Directions

Holmer Green Senior School is located just north of High Wycombe, Buckinghamshire, in the village Holmer Green. The school is about 15 minutes from junction 3 of the M40, roughly half way between London and Oxford.





# Holmer Green Senior School

## A Specialist Business and Enterprise School



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**Headteacher:** Michael Jones

**SIXTHFORM@HGSS**