



Holmer Green Senior School



“Successful, Confident, Caring.”

Sixth Form Prospectus—2017

SIXTHFORM@HGSS



“Together We Strive to Improve,
Together We Achieve.”

WELCOME

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 Deputy Head of Sixth Form, Sean Wilson, results continue to go from strength to strength. Our dress code reflects our status as a high performing 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 21st 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 the Duke of Edinburgh Gold Award, our students experience challenge and adventure both in and out of school.

Our Learning Area Director of Sixth Form and Deputy Head of Sixth Form 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 88% 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.

Mr Michael Jones
Headteacher



HEAD OF SIXTH FORM

Welcome.

As we enter a changing and challenging new phase of post-16 education, the Sixth Form at HGSS confidently maintains an exciting and varied curriculum, as well as stimulating activities out of the classroom.

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.

It is our aim to prepare students for higher education, lifelong learning and their future careers. Last year 100% of our students applying through UCAS, were placed at their first choice University; this is testament to the excellent support and guidance, I believe, that they received through the whole process. 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 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. Last year 78% of our students achieved A*-C at A Level and 100% of students achieved Distinction or Distinction* in all BTEC entries.

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 teachers 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.

Our students are capable of great things, as seen by the way the Sixth Form Student Management Team runs whole school charity fundraising, how the Sixth Form supports lower school classes and gain employability skills and how our subject mentors support others in our community to cope with the demands of the Sixth Form workload. The students themselves determine the extent and format of their social events, and our Events, Enterprise and Public Relations Team organise in response to demand.

Probably our best advertisement is our students, meet them at our Open Evening in December. I would thoroughly recommend that you come along to experience first-hand our ethos as a Sixth Form.

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 goldingr@holmer.org.uk

Mrs Rachel Golding
Learning Area Director of Sixth Form



HEAD BOY & HEAD GIRL

Holmer Green Sixth Form prides itself on not only providing an environment where students can achieve high quality grades, but where each individual can develop into independent young adults. However, each school prospectus says this, so what makes us different? We believe that our Sixth Form is unparalleled in terms of the support and encouragement that it provides in all areas. The staff are always willing to help with any issues you may encounter and the friendly atmosphere between Year 12s and Year 13 creates the perfect environment for success both socially and academically.

Specifically, as Head Boy and Head Girl, our main aim is to ensure that all students settle in and enjoy their time within Sixth Form. Alongside this, the Management Team work together to offer as many opportunities as possible for students to get involved with school activities, as well as the wider community.

During KS3 & KS4, the school developed us into the people we are today, giving us the enthusiasm, confidence and motivation to push ourselves within all areas of school life. Staying at Holmer Green Sixth Form was the best decision we could have made as we valued our time during the lower years and knew that the staff would be able to support us through the transition from GCSE to A-level. Understandably, this is an incredibly daunting time, however, older students try to help ease this process through the organisation of events which appeal to all students interests, bringing people together and producing a Sixth Form Community.

We hope you think as highly of our Sixth Form as we do and urge you to come and see the hard work,

commitment, and huge enjoyment we all have here at Holmer Green Senior School.

Management Team 2016/17

Head Boy: Luke Seymour
Head Girl: Charlotte Whitmee

Deputy Head Girl: Jenny Savage
Deputy Head Boy: Harry Myall

Head of PR: Daisy Marjoram
Head of Events: Zoe Hart
Head of Enterprise: Ellen May

Since the beginning of this academic year, our Management Team has successfully led and managed:

- A Welcoming event for the incoming Sixth Formers. This was fundamental to us since we all desired better cohesion and integration between the Year 12s and Year 13s.
- Selling Blue Lemonade Fruit Punch, to raise money for Jeans for Genes Day. As a Management Team and Sixth Form, we enjoy participating in the fundraising efforts of the rest of the school, however we enjoy contributing that extra way and blue lemonade seemed an innovative and exciting way of doing this!
- A Macmillan Coffee Morning. Students of the Sixth Form made a massive effort in baking cakes, we were able to fundraise £232!
- Selling Halloween sweets and Blood Red Lemonade, to keep festive!



STUDENT VIEWS

Having just moved to Holmer Green Senior School Sixth Form, I think they have really helped me adjust to the new environment; all the teachers and students were extremely helpful in assisting me around the school when I first began. I love the huge dedication my teachers show towards their subjects and the enthusiasm they have towards their teaching. I feel that I can achieve the grades that I aspire to get, especially with the quality of work that the teachers are allowing me to produce. Since I have moved to Holmer Green Sixth Form I believe I have become a more independent person, one reason for this is the vast range of enrichment opportunities offered, such as Community Service. I honestly have no bad words about this School or the Sixth Form and have really enjoyed the start of my time here.

Lily Hughes—Year 12 Student



Having been at Holmer Green from Year 7 I can definitely say it has been the best place for me to study, its communal spirit and support has been exactly what I've needed for Sixth Form. My A levels are very demanding subjects and they were a big leap from GCSE's, but the help and encouragement from all the staff and students around me has enabled me to have an enjoyable and enriching experience. Holmer Green has also given me and many other students numerous opportunities for us to succeed further and get the most out of Sixth Form life preparing us for the future ahead.

Amy White—Year 13 Student



My name is Matthew Hobbs and I am a Year 12 Student here at Holmer Green Senior School. I started at Holmer Green in 2011 as a Year 7 student and last year made the decision to stay at Holmer Green as I felt it offered everything I wanted from a Sixth Form – a wide subject range, enrichment activities, supportive staff and good facilities. Currently I study three A Levels – Product Design, Geography and Business. These are subjects I studied at GCSE and am passionate about. I am also looking to pursue one of these subjects at University after Sixth Form, with a view to entering a career in secondary teaching. Alongside these subjects, I also take part in a number of enrichment activities including Young Enterprise and the Student Commission. Holmer Green offers a wide range of enrichment activities and taking part in them helps you to gain extra skills that you may not gain in the classroom. A Levels are different to GCSE's, and that's something I've really noticed, however everyone here at Holmer Green is really supportive and always makes sure you're on track and not struggling. There is also a great scheme called Subject Mentors, where Year 13 students provide help to Year 12's in subjects they study. I would thoroughly recommend Holmer Green Sixth Form to any prospective student.

Matthew Hobbs—Year 12 Student



Holmer Green Sixth Form has built a foundation for my career and has helped me with implementing study and communication skills that I will be able to take forward and use in my future. From the array of clubs and groups that encourage interaction between various students of all backgrounds, it's no wonder the diversity of students who enrol in the Sixth Form improves year after year. My personal experience of the Sixth Form has been both pleasurable and difficult, yet the dedication I've applied to each of my three subjects demonstrates the ability teachers within this school have in instilling diligence in their students. Furthermore, the environment that surrounds learning provides young people with a platform to determine what sort of people they want to become, acting as a catalyst for the success of future generations.

Alex McEwan—Year 13 Student



SIXTH FORM INFORMATION

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; Reading University, Bucks New University).
- University loans/ financial advice/ student budgeting.
- Student Finance/ Wize Up Consultants.
- 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—David Dein, Arsenal FC, Stuart Fletcher, CEO, BUPA.
- Visits from businesses, charities and volunteer groups.
- Study Skills seminars—given by Elevate consultants/ recent graduates.
- How to survive the first few weeks of university.
- Anything else that students request that we can deliver!

Year 12 Work Experience

Here in Holmer Green Sixth Form we firmly believe in ensuring that every student leaves here in the best possible position to achieve that place at University, that Higher Level Apprenticeship or that dream career. Obviously, a large part of this process is making sure students get the best possible grades in their chosen subjects, but this is not the whole picture.

These days, Universities and employers alike are looking for far more than fabulous academic results, they are looking for a fully rounded, mature, independent, forward thinking young person who has taken

the time to research and gain real experience in their chosen field and has seen first-hand what it is actually like to work in that field.

With this in mind, all Year 12 students are asked to find a week long work placement for the end of the summer term following enrolment in Sixth Form. This work placement needs to be career focused and be able to evidence genuine interest in the student's chosen field. The value of the employability skills adopted through this work experience cannot be underestimated.

For those students who may be unsure as to the exact career they would like to pursue, we offer consultations with Connexions during the school day, to go through all the options available, sometimes bringing to light avenues not previously even thought of by our students.

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.

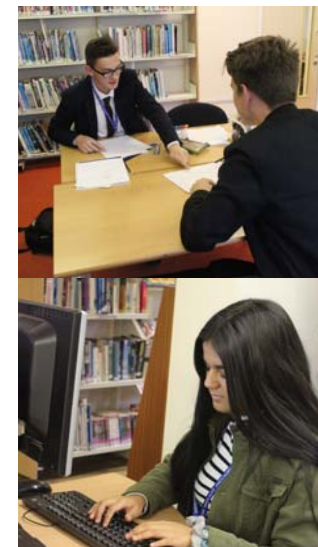
Structure of the School Day

All HGSS students, including Year 12 and 13, are required to attend morning registration 8.55-9.20am. 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 to study at home if they do not need to attend a taught lesson in the afternoon.

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.

Many of our students can be found as early as 8.00am and as late as 5.00pm making the most of the quiet, and studying in our purpose built facilities.



DRESS CODE

The dress code is designed to ensure that students are role models for the rest of the school. It is essential that all students dress smartly to ensure a professional working environment.

Sixth Form Dress Code: Smart, Business Dress	
Ladies	Gentlemen
<p>Trouser suit Blouse or smart top Smart jacket Tailored trousers Skirt or dress of reasonable length (no shorter than 5cms above the knee) Smart, plain, leather shoes or boots</p>	<p>Suit Jacket and tie Smart jacket Tailored trousers Shirt with a stiff collar Smart jumper or cardigan Smart, plain, leather shoes</p>
<p><u>Never permitted</u> Jeans or Denim Leather or Leather-look Leggings, Lycra, shorts Tops that show a bare midriff Low cut or see through tops</p>	<p>Leisure/Sportswear/Trainers Canvas shoes or Flip flops Hoodies / T shirts Facial piercings Hair of unnatural colour</p>



STUDENT SUPPORT

Pastoral Care

We recognise that the transition from Year 11 to Sixth Form can be very challenging. Some students find it difficult to adapt 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 plenty of 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.

If a Year 12 student is struggling with workload or a particular subject we have Subject Mentors in Year 13 who they can go to for advice and re-assurance. 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.

Study Support

We are very aware of the step up from the GCSE to A Levels and BTECs and how challenging this can be to students, and understanding that the skills of student and independent working are not automatic; they need to be taught. In Year 12, we work with Elevate, a company who provide a programme of seminars, presented by recent University graduates focused on the skills needed to succeed as a student. Workshops include Study Sensei: Note taking, conceptual learning skills, time management, working smart, procrastination, Ace your exams, memory and Mnemonics and exam room techniques.

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, the LRC or the Art Department. These facilities should be used quietly and other students' rights to peaceful study respected.

Students are expected to complete at least five 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 per week.

Learning Resource Centre

Our spacious LRC is open throughout the school day for Sixth Form students to use during independent study time. We have 40 networked computers, black and white and colour printing, a scanner and WIFI for Sixth Formers. We have 38 study spaces in the general library, as well as a silent study room.

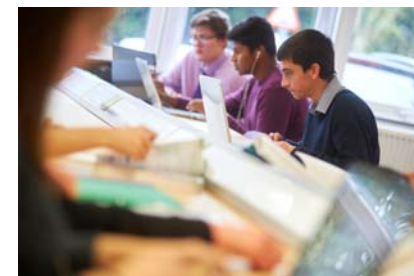
We have over 10,000 books, with specialised A level resources. Students can request for specific books to be bought for the library.

We also hold Careers Information for students to access, and to support the Connexions Advisors who offer careers guidance to the whole school, including Sixth Form.

All students have general access at break and lunch, before and after school. There is also privileged access for Sixth Form students to use the LRC during lesson time for independent study.

Opening Times

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



ENRICHMENT OPPORTUNITIES

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.

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.

Enrichment Programme

- Duke of Edinburgh Gold Award
- Young Enterprise
- Sports Leadership Award Scheme
- Anti-Bullying Committee
- Student Commission
- Prefect Leaders
- Classroom Support/Community Service
- Learning Leaders/Literacy Mentors
- Whole school productions and musical performances
- World Challenge
- NCS
- Employability Programme

Duke of Edinburgh Gold Award

The Duke of Edinburgh scheme is a programme that allows young people to develop their strengths and discover new things through four different sections. The Gold award is highly valued by employers as it shows resilience and adaptability, two key qualities in the world of work. Unlike the Bronze and the Silver awards, the Gold award is not widespread across applicants as it is a different kind of commitment, much longer than what is required for the other awards.

Through their volunteering experience (12 months), young people get a chance to give back to a community that they appreciate and that they can relate to. The Physical and Skills sections give them the chance to improve themselves, by thriving to overcome their limits or learn something new. Eventually, the expedition and residential sections are the final point of their journey where they can put their skills to the test and survive in the wild as well as in a professional environment.

Note that applicants do not need to have completed a Silver or Bronze award before and if they haven't, they will be required to undertake a further six months in one of their Volunteering, Physical or Skills sections.

World Challenge

Our Sixth Formers have the opportunity to take part in a World Challenge Expedition which takes place at the end of Year 12. Students raise money to fund their expedition which in recent years has been to countries like Nepal (2014) and Malaysia (2015).

Upon arrival at their destination, Challengers get to grips with their new environment with an introductory trek or practical task. They must draw on their physical resources and work as a team during the Trekking phase, reaching remote and beautiful locations.

The rewarding Project phase involves community or conservation work with World Challenge partners on the ground.

The Rest & Relaxation phase is a chance to unwind and enjoy cultural and adventure activities from visiting ancient temples to zip lining and white water rafting.

World Challenge expeditions are designed to develop important life skills, helping students to:

- Hone teamwork and leadership skills.
- Gain confidence and self-esteem.
- Become more globally aware.
- Enhance employment prospects.

We are very much looking forward to World Challenge 2017. We will be visiting Thailand and will be jungle trekking, working with a rural community and exploring Bangkok and Koh Samet.



ENRICHMENT OPPORTUNITIES

NCS

We work closely with The National Citizen Service who provide our students with workshops and opportunities to work with other young people and experience:-

- Adventure through adrenaline fuelled challenges
- Develop life-skills like confidence, leadership and communication to boost your CV or UCAS personal statement.
- Deliver your own social action project, all culminating in a celebration as a well earned reward for doing something truly inspirational in your community.

NCS also offers students exclusive access to potential volunteering opportunities and apprenticeships as well as discounts and access to big events.

Sports Leaders

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 a 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.

Young Enterprise

Should you join us here in the Holmer Green Senior School Sixth Form, then you will get the opportunity to take part in Young Enterprise.

Young Enterprise is a nationally run competition which enables students to set up and run their own company. Just like with any real company, yours will raise its own capital, nominate your board of directors and develop your own business plans and strategies.

But I don't do Business Studies?

You don't have to be a business student in order to be successful. A range of skills are needed in a successful company from the creative students who can create exceptional art work for marketing materials to the ICT student who can create the website

or twitter page, to the maths student who can work out the profit or (hopefully not!) loss that your company can make.

Even if you don't win, you are still a winner!

Your team will attend local and regional trade fairs where you will compete for both customers and in competitions that Young Enterprise put on. Successful businesses will have the opportunity to move through local, regional, county and then national finals, where it is possible to win many prizes including trips abroad.

Even if you aren't lucky enough to win at one of the many competition evenings, you will still be a winner due to the range of skills that you will have developed whilst completing the programme. With places on universities courses, apprentices and jobs becoming increasingly competitive, Young Enterprise provides students with the opportunity to develop the skills that universities and employers want! You will demonstrate you can work independently and as part of a team, that you can think strategically, that you can overcome challenges as well show off your personal skills; all of which are in demand by both universities and employers.

How do I apply?

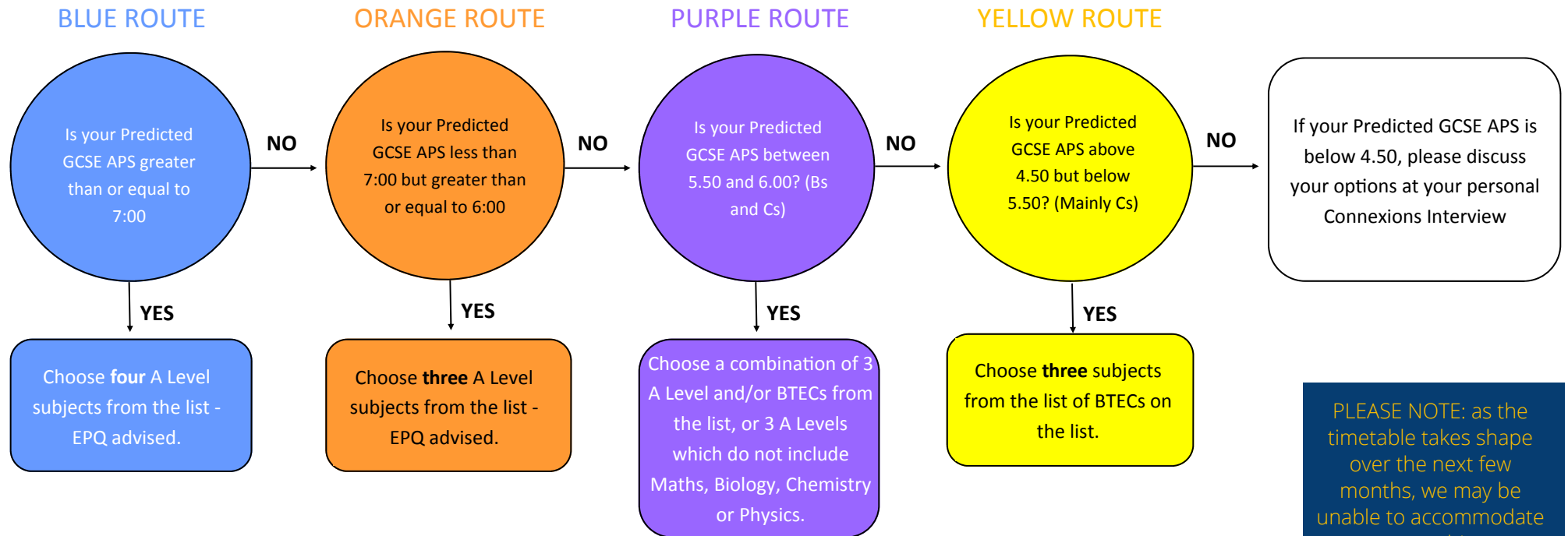
There will be more information about the application process both at the end of this academic year and at the beginning of the next academic year. If you have any questions before then, please see Mr Wilson Head of Business Studies and ICT.

Employability and Community Service in the Sixth Form

It is the aim of our Sixth Form to equip students with the skills to succeed in the workplace. In Year 12, students are expected to gain key employability skills while contributing to the school community. They are expected to support a teacher in a lesson each week. The subject should reflect their career goal. It is hoped that through this experience students will demonstrate leadership, negotiation skills, initiative, problem solving, resilience and many other attributes which will make them a strong candidate, desirable to any employer. In return, the student will receive a reference which will be used to contribute to UCAS or employment references.



HGSS PATHWAYS



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 or lack of interest we will contact you so that you have time to reconsider.

Courses

AS/A LEVELS

- Art & Design
- Art Textiles
- Photography
- Biology
- Business Studies
- Chemistry
- Product Design
- English Literature
- Geography
- History
- Mathematics
- Media Studies
- Physics
- Politics
- Psychology
- Sociology

EPQ

BTECs

- Applied Science
- Health and Social Care
- IT
- Music
- Performing Arts (Diploma)
- Performing Arts (Extended Certificate)
- Sport

WJEC

- Food Science and Nutrition

Refer to subject pages for further course entry requirements.

ACADEMIC INFORMATION

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 12. You will need to have as a minimum a grade 5 in English or Maths.

GCSE APS and Pathways

Our Pathways system allows us to generate a personalised curriculum of subject choices for each student based on the strengths they have shown at GCSE level. By matching appropriate numbers of A Level or BTEC courses and appropriate subject choices with GCSE performance, we are able to ensure that each student entering the Sixth Form follows a programme of study which will enable them to succeed.

Should an applicant be awarded a score:

0-9 in English Language, English Literature and Mathematics, and
A* = 8, A = 7, B = 6, C = 5, D = 4 etc. in all other subjects.

The APS is calculated by totaling the points a student attains from their Best 8 GCSE results and dividing by 8.

The diagram opposite outlines how a student's GCSE Best 8 APS determines their Year 12 curriculum package.

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 Level; some subjects vary).
- 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 Wilson, Miss Harrison 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, Learning Area 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) in March 2017 to help and advise them with their Post-16 choices.

GCSE Re-sits

Students who fail to achieve a grade 5 in either GCSE English Language or Maths will be required to re-sit the exam until they achieve at least a grade 5.

Students who have below a grade 4 in both of these subjects will not be considered for the Sixth Form. Please be aware that classes to support the re-sits may have to be held after school and that attendance is compulsory.

No other GCSE re-sit courses will be available.

Extended Project Qualification (EPQ)

Students with a GCSE APS of above 6 and/or those who have demonstrated an independent and conscientious approach 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, investigation, performance or artefact 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 Page 40.

ENTRY REQUIREMENTS

Subject	Minimum grade required	Learning styles
Art and Design	B	Mixed – practical/traditional
Art and Design: Photography	B in Art if taken	Mixed – mainly practical
Biology	* See below	Traditional
Business Studies	B in Business if taken	Traditional/Assignment
Chemistry	* See below	Traditional
Design & Technology: Product Design	B in a Technology subject	Mixed
English Literature	6 in English Literature and 6 in English Language	Traditional
Geography	B in Geography if taken	Traditional
History	B in History if taken	Traditional
Mathematics	7	Traditional
Media Studies	B in Media Studies if taken/if not then 6 in English Language	Mixed – practical/traditional
Physics	* See below	Traditional
Politics	6 in English	Traditional
Psychology	5 in Maths, 6 in English and B in Science	Traditional
Sociology	6 in English	Traditional

Subject	Minimum grade required	Learning styles
BTEC Applied Science	C	Internal & external assessment
BTEC Computing	C	Internal & external assessment
WJEC Food Science & Nutrition	B in a Technology subject	Internal & external assessment
BTEC Health & Social Care	C in Science and 5 in English	Internal & external assessment
BTEC Music (Performance)	C in Music if taken	Internal & external assessment
BTEC Performing Arts	C	Internal & external assessment
BTEC Physical Education	C in PE if taken	Internal & external assessment
The Extended Project Qualification	Minimum B	Internal & external assessment
* Students must achieve an A in their chosen Science specialism and a minimum of a B in Science overall. If more than one science is taken, or one Science with Maths an A should be achieved in Science overall.		

Applications should be made using the Application Form attached or from the HGSS website: www.hgss.co.uk

The deadline for applications is Friday, 27 January 2017.

UNIVERSITY DESTINATIONS

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.

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 2016, 100% of students who applied to university were successful in achieving their first choice place. Though the majority of our students made the choice to enter Higher Education, some students decided to follow alternative career paths. Some chose Apprenticeships, Internships, Management Schemes and Employment.

Destinations

Attended Universities include:	The courses they chose include:
Aston University	Business and Management
Aston University	Computing Science
Aston University	Computing Science
Bournemouth University	Forensic Computing and Security
Bournemouth University	Forensic Computing and Security
Brunel University	Psychology
Bucks New University	Dance and Performance
Bucks New University	Nursing (Adult)
Bucks New University	Product Design
Cardiff University	Journalism and Communications
De Montford University	Drama Studies
Falmouth University	Film
Harper Adams University	Animal Science and Management
Loughborough University	History
Manchester Metropolitan University	Ancient and Medieval History
Nottingham Trent University	Real Estate
Oxford Brookes University	Sport and Exercise Science
Portsmouth University	Digital Media
Reading University	Italian & International Relations
Sheffield Hallam University	Computer Science
Sheffield Hallam University	Food & Nutrition
Sheffield Hallam University	Languages with TESOL (French)
The University of Stirling	English Studies
University of Chichester	Fine Art with Textiles
University of Creative Arts	Journalism
University of East Anglia	Pharmaceutical Science
University of the West of England	Computer Science



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ART & DESIGN

Head of Subject: Mrs A Hearne

Why choose A level Art?

The results in Art and Design are exceptional!

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.

Course Requirements

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

Recommended general websites:

Institute of International Visual Arts - www.iniva.org

www.britishmuseum.org

Getty Museum - www.getty.edu

Museum of Modern Art New York - www.moma.org

Guggenheim Museums Worldwide - www.guggenheim.org

www.craftscouncil.org

Photographers' Gallery—www.photonet.org.uk

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
<p>Art & Design Unit 1: Coursework Project (50 %of AS Level). Unit 2: Externally set project including exam (50% of AS)</p> <p>Textile Design Unit 1: Coursework Project (50% of AS Level). Unit 2: Externally set project including exam (50% of AS)</p>	<p>Art & Design Unit 3: Coursework project including written personal study (60% of A2) Unit 4: Externally set project including 15 hour exam (40% of full A2).</p> <p>Textile Design Unit 3: Coursework project including written personal study (60% of A2) Unit 4: Externally set project including exam (40% of full A2).</p>



ART & DESIGN: TEXTILE DESIGN

Head of Subject: Mrs A Hearne

Why choose A level Art Textiles?

The results in ART TEXTILES are EXCEPTIONAL!

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, design and textiles techniques to record observations, ideas, information and insights appropriate to intentions.
- Analyse and artistically evaluate art, design and textiles practice demonstrating an understanding of purpose, meaning and context.
- Use art, design and textiles skills to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

Structure of the course

AS	A2
<p>Art & Design Unit 1: Coursework Project (50% of AS Level). Unit 2: Externally set project including an 8 hour exam (50% of AS)</p> <p>Textile Design Unit 1: Coursework Project (50% of AS Level). Unit 2: Externally set project including exam (50% of AS)</p>	<p>Art & Design Unit 3: Coursework project including written personal study (60% of A2) Unit 4: Externally set project including exam (40% of full A2).</p> <p>Textile Design Unit 3: Coursework project including written personal study (60% of A2) Unit 4: Externally set project including exam (40% of full A2).</p>

- Present a personal and informed response, realising intentions and showing connections with the work of others.

Course Requirements

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

Recommended general websites:

Institute of International Visual Arts - www.iniva.org
www.britishmuseum.org
 Getty Museum - www.getty.edu
 Museum of Modern Art New York - www.moma.org
 Guggenheim Museums Worldwide - www.guggenheim.org
www.craftscouncil.org
 Photographers' Gallery—www.photonet.org.uk
 V & A Museum - www.vam.ac.uk

Further education and employment:

Foundation year or direct entry to degree course.

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



ART & DESIGN: PHOTOGRAPHY

Head of Subject: Mrs A Hearne

Why choose A Level Photography?

The results in Photography are EXCEPTIONAL!

The skills that you will develop in photography will be varied. You will learn how to compose images successfully and be creative using industry packages such as PHOTOSHOP. 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).

Students must understand that there is a significant written element to this course.

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>6PY01 : 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>6PY02: 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>6PY03: 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>6PY04: 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>

BIOLOGY

Head of Subject: Dr S Cockbill

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.

A Level Biology, although a challenging subject, is rightly recognised for its academic achievement by both employees and higher education establishments.

Recommended text:

AQA Biology (Oxford University Press).

Topics covered:

1. Biological molecules
2. Cells
3. Organisms and the environment
4. Genetics and diversity
5. Energy and biological systems
6. Organisms response to their environment
7. Genetics and Evolution
8. Genetic technology

Further education and employment:

Many careers require biology, e.g. 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

Linear A Level	AS Level
Paper 1: Topics 1 - 4 (35%, 2 hours)	Paper 1: Topics 1 - 4 (1.5 hours)
Paper 2: Topics 5 - 8 (35%, 2 hours)	Paper 2: Topics 1 - 4 (1.5 hours)
Paper 3: Topics 1 - 8 (plus an essay, 30%, 2 hours)	

BUSINESS STUDIES

Head of Subject: Mr S Wilson

Why choose A level Business?

First and foremost we here in the Business Department feel that we teach the most exciting subject. Our subject is constantly changing and developing and the impacts can be felt through real life examples and scenarios.

Whether you want to pursue a career in a corporate role or you want to be a successful entrepreneur, understanding the core foundations of business studies will ensure you are taking the right steps to be successful.

In this A Level, you will learn a variety of principles and skills which will enable you to investigate businesses, what they do and how they run as well as make suitable recommendation for improvements. Within the A Level, you will go beyond the basics, looking at the importance of business plans and the strategies that you can put in place in order to be successful. Effective financial planning and analysis is essential to having a successful future. You as a student will learn different ways to analyse a business's financial performance, look at budgeting and its impact on success, review costs and develop strategies to control them, as well as look at investment appraisal.

Structure of the course

The course is now a linear qualification where the overall A Level qualification is gained by sitting 3 external exams in the final year (Y13) of the course. Should students sit AS Levels in Y12, then they can take those AS results with them. However, should they then stay on into Y13 their AS results will not contribute towards their overall A Level result.

Year 12 Study	Year 13 Study
<ul style="list-style-type: none"> • What is business and why do they exist? • Understanding different forms of businesses. • Understand the external environment and its impact on business. • Managers, Leadership and Decision Making. • Understanding Management decision making. • Understanding stakeholders. 	<ul style="list-style-type: none"> • Decision making to improve marketing performance. • Understanding markets and customers. • Making marketing decisions. • Setting operational objectives. • Making decisions to improve performance, efficiency and productivity. • Decision making to improve financial performance. • Decision making to improve human resource management. • Analyse the strategic position of a business.

It's not only finance that is essential for business success, managing your staff and their motivation is an area that you as a student will explore. Furthermore, you will spend time developing marketing plans, to assess what might be the best marketing strategy for a business and how that will impact on the business' chances of success.

Along with the academic learning already mentioned, there will be a variety of practical and vocational opportunities for students to take advantage of. Not only do we run Young Enterprise, which gives all students the opportunity to set up their own Limited Company and develop and finance a business of their own with the help from a local business advisor, students also get the opportunity to invest money in a stocks and shares scheme. This scheme will develop the students knowledge of how the stock market works and crucially, all profits made are kept by the students involved!

Recommended text:

AQA A-level Business Studies;
ISBN 13:9781471836091
Approximate cost is £25.00

Further education and employment:

Potential careers: Accountant, HRM Manager, Marketing Manager, Logistics Director, Entrepreneur, Retail and Human Resources, Banking.



CHEMISTRY

Head of Subject: Mr T Trigg

Why choose A level Chemistry?

AQA 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 'AQA Chemistry Student book' (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.

Further education and employment:

Potential careers: 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.

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

Content	Exams
Unit 1 Physical Chemistry The basic bits of chemistry. Electrons, bonding atoms and structure and how they all link to different reactions.	There are 3 exams in this course. All the exams are taken at the end of year 13. Paper 1 Physical chemistry and inorganic chemistry
Unit 2 Inorganic Here we look at the groups of the periodic table and how they react and their properties.	Paper 2 Physical chemistry and organic chemistry
Unit 3 Organic Chemistry In this unit we look at alkanes, alkene, alcohols and more. We also look at how to analyse and make different compounds in a lab.	Paper 3 Any content and any practical!
	Each paper has a practical element where you are expected to explain how to do a practical and analyse the results.

D&T: PRODUCT DESIGN

Head of Subject: Mrs R Golding

Why choose AQA for AS and A2 Design and Technology: Product Design?

- This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

Structure of the course

AS	A2
Paper 1: <ul style="list-style-type: none"> Core technical principles and designing and making principles Additional specialist knowledge Written exam: 2 hours 80 marks 50% of AS Multiple choice questions, short answer and extended response 	Paper 1: <ul style="list-style-type: none"> Core technical principles and core designing and making principles Written exam : 2 hours 100 marks 25% of A Level Mixture of short, multiple choice and extended response
Non-exam assessment (NEA) <ul style="list-style-type: none"> Single design and make project. Context set by AQA. Recommended 35 pages and final prototype. 35 hours 80 marks 50% of AS 	Paper 2: <ul style="list-style-type: none"> Specialist knowledge, technical and designing and making principles Written exam: 2 hours 25% of A Level Mixture of short answer, multiple choice and extended response questions Section A : Product Analysis Section B: Commercial Manufacture
<p>As for all new Linear A Levels the AS qualification does not contribute towards the A Level result, however both courses are co-teachable.</p> <p>The A2 qualification will be assessed purely in the Summer of the second year.</p>	Non-exam assessment (NEA) <ul style="list-style-type: none"> Practical application of technical principles, designing and making principles and specialist knowledge. Substantial design and make task 45 hours 100 marks 50% of A Level Design portfolio and final prototype

- They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice.
- Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers

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, Web Page Design, Interior Design, Garden Design, Computer Aided Design and any other creative profession.



ENGLISH LITERATURE

Head of Subject: Mrs K Stone

Why choose A level English?

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 ability to:

- 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.

Structure of the course

AS	A2
<p>Paper 1: Poetry and Drama. Study of two texts: one play and one Anthology of Modern Poetry.</p> <p>Paper 2: Prose. Study of two prose texts from a chosen theme.</p>	<p>Paper 1: Drama. Study of two plays of which one must be a Shakespeare play.</p> <p>Paper 2: Prose. Study of two prose texts from a chosen theme.</p> <p>Paper 3: Poetry. Study of a selection of poetry from a literacy period plus an unseen poem.</p> <p>Coursework. A free choice of study of two texts.</p>

- Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
- Explore connections across literary texts.
- Investigate texts through critical analysis.
- Read with more awareness and insight.

Recommended text:

Students study the following plays and novels:

- *A Streetcar Named Desire*
- *The Handmaid's Tale*
- *Frankenstein*
- *Hamlet*

Students study one of the following Poetry:

- *Poems of the Decade*
- *The Romantic Period*



GEOGRAPHY

Head of Subject: Miss C Lewin

Why choose A level Geography?

The new A Level specification will excite students' minds, challenge perceptions and stimulate their investigative and analytical skills.

Whilst new units have been added to reflect the world today, you'll see it's retained many of the topics you enjoyed and studied at GCSE, including hazards and population.

The course has been designed to include up to date studies and debated topics in the UK and in the wider world. Content enables the teaching of AS simultaneously with the first year of A-level, allowing for maximum flexibility in lesson timetabling and teaching resources.

All of this will help you become a true geographer and gain

the knowledge, skills and enthusiasm sought by higher education and employers in the future.

Recommended text:

A/AS Level Geography for AQA Student Book (Cambridge University Press)

Further education and employment:

Geography; Law; Politics; Global Issues; Environmental Science.

Potential careers: Education/Teaching; Environmental Agencies; Surveyor; Travel, Transport and Tourism; Law; Hotel, Catering and Leisure Management; Politics; Commerce, Finance and Industry; Journalism/Media



Structure of the course

Component 1: Physical geography	Component 2: Human geography	Component 3: Geography fieldwork investigation
What's assessed Section A: Water and carbon cycles (Studied in Year 12) Section B: either Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems (studied in Year 13) and landscapes Section C: either Hazards (studied in Year 13) or Ecosystems under stress	What's assessed Section A: Global systems and global governance (studied in Year 13) Section B: Changing places (Studied in Year 12) Section C: either Contemporary urban environments (studied in Year 12) or Population and the environment or Resource security	What's assessed Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.
How it's assessed Written exam: 2 hours 30 minutes 120 marks 40% of A-level	How it's assessed Written exam: 2 hours 30 minutes 120 marks 40% of A-level	How it's assessed 3,000–4,000 words 60 marks 20% of A-level marked by teachers moderated by AQA

HISTORY

Head of Subject: Miss K Harrison (Acting)

Why choose A level History?

The most important reasons to choose History are because you enjoy the subject, you find it interesting and it is something that you want to do. It can also be challenging, but if you are in doubt and would like some more guidance here are some other reasons why you might want to consider 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.

Further education and employment:

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



Structure of the course

A Level History OCR History A (H505)	
Unit 1: British period study and enquiry. The Early Tudors - Mid Tudor Crisis 1485-1558. Y106. 25% of total A Level.	Unit 3: Thematic Study and Historical Interpretations. The Renaissance 1400-1600. Y305. 40% of total A Level.
Unit 2: Non-British period study. Democracy and Dictatorships in Germany 1919-1963. Y221. 15% of total A Level.	Non exam assessment. 3000-4000 word essay. Y100/63/04. 20% of total A Level.

MATHEMATICS

Head of Subject: Mrs C 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 applied skills.

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

Structure of the course

AS	A2
<p>Pure Mathematics 1 Algebraic techniques, 2-D Geometry, Graph Sketching, Sequences and an Introduction to Calculus. Vectors, Statistics and Mechanics. Trigonometry, Logs and Exponentials, Binomial Expansion and Geometrics Sequences and Series.</p> <p>Statistical sampling, Data presentation and interpretation, Probability, Kinematics, Forces and Newton's Law</p>	<p>Pure Mathematics 1 Functions, Numerical Methods, Differentiation, Proofs and Further Trigonometry. Exponential and logarithms, Vectors.</p> <p>Pure Mathematics 2 Advanced Trigonometry, Algebra and Calculus, Numerical Methods, Sequence and Series.</p> <p>Statistics and Mechanics Further probability of significance testing. Kinematics, Forces, Moments.</p>

The minimum entry requirement is GCSE Maths Level 7.

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).

Further education and employment:

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.



MEDIA STUDIES

Head of Subject: Mrs K Stone

Why choose A level Media Studies?

This course is designed to equip students with key skills in media production (film-making and magazine layout, for example). Students will explore production processes and technologies through practical projects. In addition to that students can boost their enjoyment and understanding of the media ... a key part of modern-day life. In order to achieve that students are encouraged to develop independent research skills, enhancing their own views and interpretations along the way.

Subject specific skills gained by the end of the course:

Media Studies is really about communication which means the course is designed to:

- Offer opportunities to explore all aspects of today's media: TV, film, radio, advertising newspapers, magazines and the many web-based media products that now dominate the market.
- Boost students' analytical and creative skills.
- Encourage the application of **representation, audience**

theory and textual analysis to foster a critical understanding of the media.

- At A2 in particular, students are given the opportunity to research a topic which will then form the basis for a unique creative production.

Recommended text:

'The Media Student's Book' 5th Edition Edited by Gill Branston and Roy Stafford
ISBN: 978-0-415-55842-6

Further education and employment:

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

While it does not guarantee a job in the media it will certainly enable students to go on to degree courses in media-related subjects at university level.

Potential careers: The UK's media industry is exciting, competitive and world-class. This A level will help students to explore their interests in the exciting world of media and could help to prepare them for a career in film & television, advertising or public relations, print and broadcast journalism as well as the emerging field of digital media.



Structure of the course

AS	A2
<p>Unit 1 (G321) Internal Assessment: 25%</p> <ul style="list-style-type: none"> • Production (taken from series of briefs including print, film and web design, for example): 50% • Genre Analysis looking into film codes & conventions (approx. 2,000 words): 50% <p>Unit 2 (G322) External Assessment (Written Paper, 2 hours): 25%</p> <ul style="list-style-type: none"> • Question 1 requires the analysis of an audio/visual extract: 50% • Question 2 is based on how audiences and industries operate using personal research: 50% 	<p>Unit 3 (G324): Internal Assessment 25%</p> <ul style="list-style-type: none"> • Advanced Portfolio Production (print, film and web design, among other possible projects) broken down as follows: Research & Planning; Project Production; Evaluation: 50% <p>Unit 4 (G325): External Assessment 25%</p> <ul style="list-style-type: none"> • Critical Perspectives in Media assessing issues such as Contemporary Media Regulation; Media and Collective Identity; Post-Modern Media; 'We Media' and Democracy: 50%

PHYSICS

Head of Subject: Dr S Cockbill

Why choose A level Physics?

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It encompasses the study of the universe from the largest galaxies to the smallest subatomic particles and is the most basic and fundamental science. Physics challenges our imaginations with concepts like relativity and string theory, and it leads to great discoveries, like computers and lasers, that lead to technologies which change our lives—from healing joints, to curing cancer, to developing sustainable energy solutions. 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. The new specification puts a greater emphasis on developing practical skills and encourages enquiry based learning.

Recommended text:

AQA Physics (Oxford University Press) Jim Breithaupt

1. Topics covered
2. Skills in physics.
3. Particles and radiation.

4. Waves and optics.
5. Mechanics and materials.
6. Electricity.
7. Further mechanics and thermal physics.
8. Fields.
9. Nuclear physics.
10. Plus one option module.

Further educational and employment opportunities:

Physics is a recognised entry qualification for a wide range of higher education courses. It is also great preparation for employment in a variety of sectors. Moreover, it's the basis of many other sciences, including chemistry, oceanography, seismology, and astronomy (and can be applied to biology or medical science).

Bridging the gap from GCSE to A Level:

When all GCSE exams are finished, students are invited back for an hour a week to make an early start on the A Level content.

We recommend purchasing a 'Bridging the gap to A Level Physics' textbook.



Structure of the course:

Linear A Level	AS Level
Paper 1: Topics 1 - 5 (34%, 2 hours) Paper 2: Topics 6 - 8 (34%, 2 hours) Paper 3: Practical skills, data analysis and option topic (32%, 2 hours)	Paper 1: Topics 1 - 5 (50% 1.5 hours) Paper 2: Topics 1 - 5 (50% 1.5 hours)

POLITICS

Head of Subject: Miss K Harrison

Why choose A level Politics?

A qualification in Government and Politics prepares you for many forms of employment and future study. It is the fundamental study of human nature, how we relate to each other and how we have built societies. You will study how and why society functions and understand the changes and developments that impact on our daily lives.

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

You will gain many analytical and practical skills including the ability to conduct research, as well as improving your oral and written communication; all of these are invaluable skills in today's employment market.

Politics is often seen as being the art of negotiation and persuasion, and you will develop and hone these skills to better prepare you for life after education.

Politics is as pervasive in society as the air we breathe, and this course will certainly give you a greater understanding of the way the world works.

Structure of the course:

A Level Politics (Edexcel)

Unit 1 - People and politics 50% of AS level, 25% of total A level. 80 minute written exam.

Unit 2 - Governing the UK. 50% of AS level, 25% of total A level. 80 minute written exam.

Unit 3 - Key themes in Political Analysis.
Topic C: Representative Processes in the US. 90 minute exam. 25% of total A level

Unit 4 - Extended Themes in Political Analysis.
Topic C: Governing the USA. 90 minute written exam. 25% of total A level.

Further education and employment:

Potential careers:

Government and politics is a valuable subject no matter what career you intend to pursue due to the range of transferable skills you will develop on this course.

Students who study Government and Politics at A level often go on to study subjects such as History, Law, Journalism and Economics. There are also a variety of Politics based course options available, including American Studies, International Relations, Global Development, Government and European Union Studies, Humanities, Anthropology, Political Science, in addition to stand alone Politics degrees. These courses will prepare you for roles in all walks of life—from becoming a reporter to training as a lawyer or teacher and even becoming involved in a public sector service or embarking on a political career.

Final thoughts - is Politics for me?

- Are you interested in current events?
- Are you curious about how the world works?
- Can you be independent in your learning?
- Can you formulate an opinion and debate your ideas?
- Do you think you could give Members of Parliament a run for their money?

Then studying Politics is definitely for you!



PSYCHOLOGY

Head of Subject: Ms J Irving

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 text:

- Research Methods, Companion for A Level Psychology by Cara Flanagan
- CGP Revision Guide Psychology A Level

Required texts:

- Psychology AS, Cardwell & Flanagan Fourth Edition.
- Psychology A2, Hodder Education.

Further education and employment:

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

Potential careers: Qualified psychologists work in education, personnel, the police, forensic science, the prison service, health and the media.



Structure of the course

AS	A2
<p>Paper 1: Social influence, memory and attachment. The written paper lasts 1 hour 30 minutes and makes up 50% of the total AS marks. Each section includes multiple choice, short answer and extended writing. The exam has 72 marks in total.</p> <p>Paper 2: Approaches in psychology, psychopathology, and research methods. The written paper lasts 1 hour 30 minutes and makes up 50% of the total AS marks. The examination format is identical to that of Paper 1.</p>	<p>Paper 1: Introductory topics in psychology, including social influence, memory, attachment, and psychopathology. The written paper lasts 2 hours and makes up 33.3% of the total A2 marks. Each section includes multiple choice, short answer and extended writing. The exam has 96 marks in total.</p> <p>Paper 2: Psychology in context, including approaches in psychology, biopsychology, and research methods. The examination format is identical to that of Paper 1.</p> <p>Paper 3: Issues and debates in psychology, including gender, forensic psychology, and schizophrenia. The examination format is identical to that of Paper 1 and 2.</p>

SOCIOLOGY

Head of Subject: Mrs J Dobbs

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, in particular 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.

Further education and employment:

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

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



Structure of the course

AS/A2 Structure

Unit 1: 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.

Unit 2: 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.

Unit 3: 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.

Unit 4: 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.

BTEC LEVEL 3 EXTENDED CERTIFICATE IN APPLIED SCIENCE

Head of Subject: Miss K Joynson

Why choose BTEC Level 3 Extended Certificate in Applied Science?

BTEC Level 3 qualifications are 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 teaching, 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 two mandatory units. 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 two optional units, successful completion of which will result in achievement of Edexcel BTEC Level 3 extended certificate in Applied Science.

Structure of the course

Year 1	Year 2
<p>Principles and applications of Science This is the written exam element of the course covering the core principles of science.</p> <p>Practical scientific procedures and techniques This is a written assignment based on the main principles of working in a science lab.</p>	<p>Scientific Investigation Skills This is similar to an ISA with a practical set by the exam board and students having to write up the experiment.</p> <p>Optional Unit We are able to choose a wide range of optional units. This is done in consultation with the students.</p>

What are the entry requirements?

Two Grade Cs in GCSE Science. .

Level awarded	Number of UCAS points	GCE A level equivalent (based on UCAS points)
Pass	16	Grade E
Merit	32	Grade C
Distinction	48	Grade A

How will I be assessed?

You will take 4 units throughout the course. One is a written paper, one a practical marked by the exam board and two internally assessed assignments.

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 Extended Certificate is suitable for progression onto a range of higher education programmes when combined with other A levels or BTECs.



BTEC LEVEL 3 EXTENDED CERTIFICATE IN COMPUTING

Head of Subject: Mr S Wilson

Why choose BTEC Computing?

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 Computing is the right course for you. It is a nationally recognised qualification, which will prepare you for many careers and further study at degree level and beyond.

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 looking into digital graphics, understanding computer animation, developing event driven programming, website production, database design, the development of E-Commerce, Controlling Systems Using IT and beyond.

How will I be assessed?

You will be assessed through the completion of coursework only. The major selling point for this course is that there are currently no exams and therefore teachers can provide some guidance on coursework which ensures the student maintains a high standard in order to achieve a higher mark on moderation. Students also will therefore be able to manage their own time in regard to completion around the

hand in dates set by their subject teacher. When sufficient criteria has been achieved from pass, merit or distinction, then the students will receive a grade for that piece of work. The cumulative points earned for all units will then influence the overall grade awarded to the student on completion of all units.

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 to develop a variety of skills such as programming, web design, graphics and animation. You will also develop more general skills such as working collaboratively, carrying out research and developing organisation and communication skills.

What can I do next?

You can use the qualification as a platform to move on to either a practical career in IT or to use as the precursor for a higher education qualification at college, university or beyond. You will also be equipped with enough practical skills in order to apply and be successful on many technical courses or apprenticeships.

Further education and employment:

Potential careers: IT Technician, Software Engineer, Network Manager, Analyst, Computer Repair.



Structure of the course

BTEC Course

There are mandatory units;

- Communication and Employability Skills for IT
- Computer Systems

The other four are selected by the subject teacher. They may include:

- Installing and upgrading software
- Website production
- Procedural programming
- Object oriented programming

WJEC LEVEL 3 DIPLOMA IN FOOD SCIENCE & NUTRITION

Head of Subject: Mrs C Hawkins

Why choose WJEC Level 3 Diploma in Food Science & Nutrition?

Level 3 Food Science and Nutrition qualification allows students to gain a wealth of knowledge about the food and nutrition industry. Students will have the opportunity to learn about the relationship between the human body and food as well as practical skills for cooking and preparing food.

The qualification has been designed around the concept of a 'plan, do, review' approach to learning. There is a strong emphasis on practical work, making this an ideal choice for students who prefer to learn by doing. The qualification mirrors many work activities in the food and nutrition industry and facilitates learning in a range of contexts.

Structure of the course

Unit 1: Meeting Nutritional Needs of Specific Groups

Internally assessed project: The purpose of the internal assessment is for learners to develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs.

External examination:

90 minute examination; plus 15 minutes reading time

Three sections on each paper:

Section A is short answer questions

Section B is extended answer questions

Section C relates to a case study

Unit 2: Ensuring Food is Safe to Eat – external written exam

It is an eight hour timed, supervised assessment which will involve the learner in bringing together and making connections between the knowledge, understanding and skills learned throughout the unit and applying these by responding to information provided in a scenario. The scenario will relate to a food safety situation. It will require learners to analyse the information and make judgements regarding the potential food safety risk

Unit 3: Current issues in Food Science & Nutrition – internally assessed project

Grade:	Distinction *	Distinction	Merit	Pass
UCAS points:	140	120	80	40

Further education and employment:

This subject provides a suitable foundation for the study of academic or vocational courses in higher education such as BSc Human Nutrition, BSc (Hons) Public Health Nutrition, BSc (Hons) Food Science and Technology, and will support careers in Food Technology, the Hospitality industry, Nutritional Science, Food Retail and Manufacture.

Potential careers: Your Food Science & Nutrition qualification enables you to consider employment in a range of different industries including the food and drink sectors of hospitality, catering, food production and food retail. Other possible career paths include social work, teaching or medicine.



BTEC LEVEL 3 EXTENDED CERTIFICATE IN HEALTH & SOCIAL CARE

Head of Subject: Mrs C Hawkins

Why choose BTEC Level 3 National Extended Certificate in Health & Social Care?

The BTEC Health & Social Care course is an introduction to the study of the health and social care sector.

The Health care sector encompasses all hospital activities, medical nursing homes and GP services, for example. The social care sector includes residential nursing care, residential nursing facilities, residential care facilities, domiciliary care and social work.

The course is designed for students interested in learning about the health and social care sector as part of a balanced study programme.

Structure of the course

Unit 1: Human Lifespan Development – written exam set and marked externally lasting 1 hour 30 minutes. This will include short and long answer questions. Students will be expected to explore and relate to contexts and data presented.

This unit covers physical, intellectual, emotional and social development across the human lifespan; the factors affecting development and the effects of ageing.

Unit 2: Working in Health & Social Care – written exam set and marked externally lasting 1 hour 30 minutes. The exam is divided into four sections, based on a short scenario relating to an individual with health and social care needs.

This unit allows students to explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

Unit 3: Meeting individual Care & support needs – internally set assignment in which learners will be expected to produce a report in response to case studies.

This unit focusses on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines. Students will investigate the roles of professionals and how they work together to provide care and support to meet individual needs.

Unit 4: Supporting individuals with additional needs – internally set assignment in which learners will be expected to produce a report that demonstrates an understanding of how additional needs are determined & diagnosed as well as current practices and procedures for providing appropriate care.

How will I be assessed?

Assessment will be through external set and marked examinations (Units 1 and 2) and internal assessments (Units 3 and 4)

What skills and special qualifications do I need?

You would need to have a keen interest in all aspects of physical, social and emotional health and the support systems available. You may have studied Child Development or enjoyed this aspect of science. A minimum requirement of 2 Cs in a GCSE science.

Further education and employment:

This qualification is equivalent in size to one A level. It supports access to a range of higher education courses, possibly in health and social care, if taken alongside further Level 3 qualifications.

Potential careers: careers in social care, health care, social work, health visitor, nurse, occupational therapist, nursing, childcare, elderly care.



BTEC LEVEL 3 EXTENDED CERTIFICATE IN MUSIC (PERFORMANCE)

Head of Subject: Miss E Baddeley

The extended certificate covers 360 guided learning hours and is worth the equivalent of one A level.

Four units in total

This is a great qualification for students who enjoyed the performance part of the GCSE. The vocational nature of the course is a sound platform for students thinking of entering project management, PR, producing and performing. The Extended certificate allows you to have the versatility to study Music alongside other subjects at Holmer Green Senior School.

Holmer Green cares about all its musicians and it is an excellent chance to improve your performance skills. If you come to study music at Holmer Green, most importantly, you know you have teachers who care about your progress and achievement.

Units

- Ensemble Performance
Learners work as part of an ensemble to develop their skills and techniques.

- Practical Music Theory and Harmony
Learners develop an understanding of music theory and notation and how they can be applied to practical situations.
- Professional Practice in the Music Industry
Learners explore what it is that makes someone professional in the music industry and how to put forward a bid for work.
- Solo Performance

Where can you go from a Music BTEC at Holmer Green Senior School?

The Btec offers a sound platform for continuing to study at Universities and college. These can be Performing Arts, music or any other subject that your BTEC can give you points towards.



Structure of the course

2 year course

You will study 3 compulsory units:

- Ensemble Performance
- Practical Music Theory and Harmony
- Professional Practice in the Music Industry

1 optional unit

- Solo Performance

Students main question is: How will I be assessed?

- Units are marked internally and externally moderated
- Lots of filming
- Lots of performance
- Rehearsal diaries, target setting, reflection
- Video blogging
- Evaluation essays
- Research essays

BTEC LEVEL 3 DIPLOMA IN PERFORMING ARTS

Head of Subject: Miss E Lidbury

Why choose BTEC Level 3 Diploma in Performing Arts?

The Diploma covers 720 guided learning hours and is worth the equivalent of two A levels.

For students who don't manage to pass all units in the Diploma, they can be awarded with the Foundation Diploma which is worth 1.5 A levels.

There will be two other units that you must complete from a list: Dance - Ballet, Tap, Jazz, street, contemporary, Actors - Acting styles, Directing, Classical texts, improvisation, variety, musical theatre, comedy.

Eight units in total

This is a great qualification for students who not only like acting but other aspects of the Performing Arts. The vocational nature of the course is a sound platform for students thinking of entering project management, PR, journalism and some areas of business. The Diploma means twice the hours spent in the Performing Arts area of the school compared to the Extended Certificate. This qualification is for students who really enjoy performing arts and want to dedicate more time to the subject while still having the ability to further their study in other areas.

Structure of the course

2 year course

You will study six compulsory units:

- Investigating Practitioners' work
- Developing skills and techniques for live performance
- Group performance workshop
- Performing arts in the community
- Individual performance commission
- Live performance to an audience

Students main question is: How will I be assessed?

Some units are externally marked and some are internally marked.

- Lots of filming
- Lots of performance
- Rehearsal diaries, target setting, reflection
- Video blogging
- Evaluation essays
- Research essays



While Holmer Green might not compare to some of the other performing arts schools or colleges in the area, you know what you are getting: You know you have a stage in the main hall to perform on, you know you have a huge studio with mobile lighting and sound equipment. You know that you have opportunities to work within the school community and lead in clubs and lessons. Most importantly, you know you have teachers that turn up to teach your lessons and care about your progress and achievement.

Students also ask if they can do Dance...?

The Performing Arts BTECs offer dance and drama opportunities. The main focus this year is drama but there are dance specific units and opportunities to integrate dance into the scheme.

Depending on uptake, the units can be modified to be more or less 'dance' orientated.

Where can you go from a Performing Arts BTEC at Holmer Green Senior School?

The BTEC offers a sound platform for continuing to study at Universities and college. These can be Performing Arts, Drama or any other subject that your BTEC can give you points towards.

BTEC LEVEL 3 EXTENDED CERTIFICATE IN PERFORMANCING ARTS

Head of Subject: Miss E Lidbury

Why choose BTEC Level 3 Extended Certificate in Performing Arts ?

This covers 360 guided learning hours and is worth the equivalent of one A level.

Four units in total

This is a great qualification for students who not only like acting but other aspects of the Performing Arts. The vocational nature of the course is a sound platform for pupils thinking of entering project management, PR, journalism and some areas of business. The Extended certificate allows you to have the versatility to study Performing Arts alongside other subjects at Holmer Green Senior School.

While Holmer Green Senior School might not compare to some of the other performing arts schools or colleges in the areas, you know what you are getting: You know you have a stage in the main hall to perform on, you know you have a huge studio with mobile lighting and sound equipment. You know that you have opportunities to work within the school community and lead in clubs and lessons.

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Depending on uptake, the units can be modified to be more or less 'dance' orientated.

Where can you go from a Performing Arts BTEC at Holmer Green Senior School?

The BTEC offers a sound platform for continuing to study at Universities and college. These can be Performing Arts, Drama or any other subject that your BTEC can give you points towards.



Structure of the course

2 year course

<p>You will study three compulsory units:</p> <ul style="list-style-type: none"> • Investigating Practitioners' work • Developing skills and techniques for live performance • Group performance workshop • There will be one other unit that you must complete from a list: Dance - Ballet, Tap, Jazz, street, contemporary, Actors - Acting styles, Classical texts, improvisation, variety. 	<p>Students main question is: How will I be assessed?</p> <p>Some units are externally marked and some are internally marked.</p> <ul style="list-style-type: none"> • Lots of filming • Lots of performance • Rehearsal diaries, target setting, reflection • Video blogging • Evaluation essays • Research essays
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BTEC LEVEL 3 EXTENDED CERTIFICATE IN SPORT

Head of Subject: Mr R Ellis

Why choose BTEC Level 3 Extended Certificate in Sport?

The BTEC Level 3 Extended Certificate 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 a combination of coursework and exam based assignments, 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

Structure of the course

YEAR 12	YEAR 13
Unit 1: Anatomy and Physiology Written Exam, 1 hour 30mins	Unit 3: Professional Development in the Sports Industry Task based assignments
Unit 2: Fitness Training and Programming for Health, Sport and Well-being Written exam—2 hours: Pre-released material/data	Unit 5: Application of Fitness Testing Task based assignments

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:

BTEC National Sport—Student Book 1
ISBN 978-1-292-13400-0

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.



THE EXTENDED PROJECT QUALIFICATION (EPQ)

Head of Subject: Miss K Harrison

Why choose The Extended Project Qualification (EPQ)?

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.

Structure of the course

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.	
<p>The areas of assessment are:</p> <ul style="list-style-type: none"> Managing a project Using independent research Developing and realising a project Reviewing and evaluating a project 	<p>Students are encouraged to:</p> <ul style="list-style-type: none"> 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.

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.

Useful website

<http://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html>



QUICK REFERENCE

The school day

08.55—09.20	Morning Registration/Tutor Time/Assembly
09.20—10.20	Period 1
10.20—11.20	Period 2
11.20—11.40	Break
11.40—12.40	Period 3
12.40—13.40	Period 4
13.40—14.15	Lunch
14.15—15.15	Period 5

After school:

Clubs and revision sessions are held regularly for students.

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.

Key dates

Final Applications: *27 January 2017*

Interviews: **Week commencing 27 February 2017**

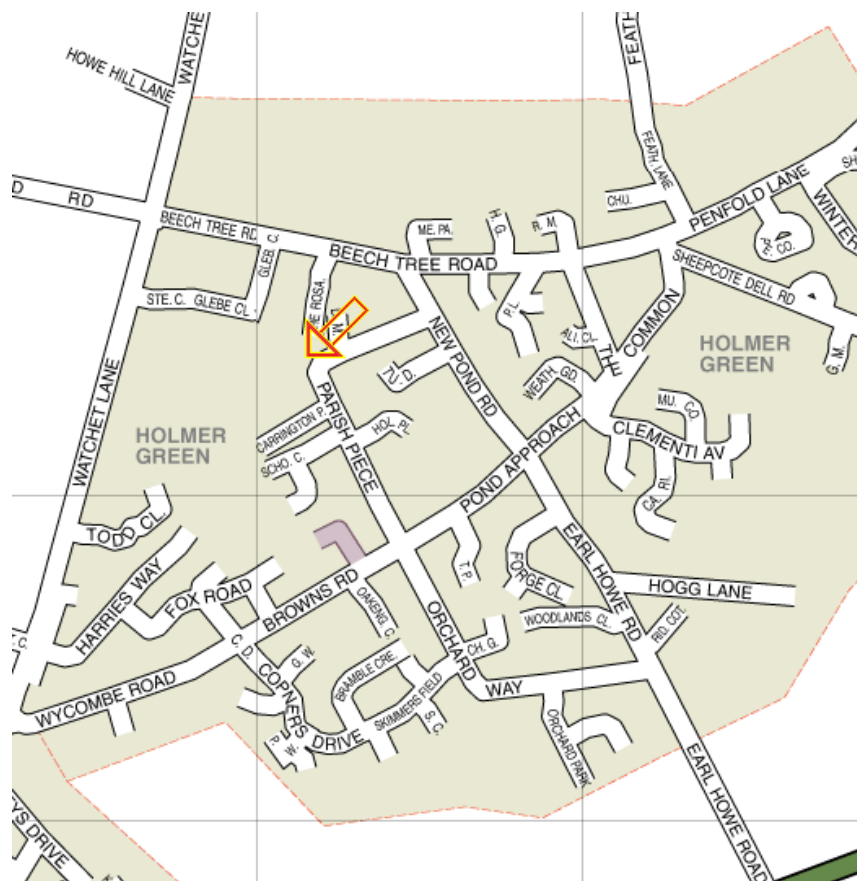
External Interviews begin: **Week commencing 6 March 2017**

Offers of Sixth Form places: **Week commencing 27 March 2017**

Taster Days: **13 and 14 July 2017**

GCSE Results Day and Sixth Form Enrolment: **24 August 2017**

First Day of Autumn Term: **6 September 2017**



Thanks to:

Photographers

Lauren Holt - Year 13

Hannah Gates - Year 13

Project Management

Luke Seymour - Year 13



“Successful, Confident, Caring.”

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